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AUTHOR	Summer, Gail L., Ed.
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ABSTRACT

This collection of resources was compiled by the Birth to Kindergarten students of Lenoir-Rhyne College (North Carolina) to provide the early childhood professional--whether a child care center director, early interventionist, teacher, family resource counselor, or program consultant--with ready, easy to use information to share with parents. There are three groups of resources included. "Children Talking to Parents about Development" is a series of newsletter-type reproducibles covering each age of the developmental span from birth to five. The series also includes topics of special interest to parents such as toilet training, discipline, getting along with siblings, and developmental disorders and autism. "Children Talking to Parents about Language" is a series of similar reproducibles focusing on how parents can support the development of language in the infant through kindergartner. "Learning about Literacy" continues the language series, but is written directly to parents with a focus on reading, writing, and using the computer with young children. The literacy resources were designed so that parents could become better consumers of both print and technology for their young child. (JPB)

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Resources for Early Childhood Professionals working with Families and Very Young Children

written by the Birth-Kindergarten students of
Lenoir-Rhyne College, Hickory, NC

edited & coordinated by
Gail L. Summer, Ed.D.
Birth-Kindergarten Program Coordinator
Lenoir-Rhyne College

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Introduction

As we work with families and very young children, we often search for ways to help families do their job with greater ease and, hopefully, with greater understanding and appreciation. Being a parent is certainly not an easy job, and as early childhood professionals, we often find ourselves with the opportunity to offer parents suggestions along the parenting path.

The resources included in this collection were designed to provide the early childhood professional, whether a child care center director, early interventionist, teacher, family resource counselor, or program consultant with ready, easy to use information to share with parents. There are three groups of resources included:

—*Children Talking To Parents About Development* is a series of newsletter-type reproducibles covering each age of the developmental span from birth to five. Included also are topics of special interest to parents such as toilet training, discipline, and getting along with siblings.

—*Children Talking to Parents About Language* is a series of newsletter-type reproducibles focusing specifically on how parents can support the development of language in the infant through kindergartner.

—*Learning About Literacy* is a continuation of the language series, but written directly to parents with a focus on reading, writing, and using the computer with young children.

In designing these parent support materials, it was important to make sure that the content was readable for almost any parent. By speaking with the voice of the child, as if the child were talking to the parent, the readability level was resolved. We also hoped that by reading a note as if it were from their child, that parents could more readily understand their very young child and his/her needs. The set of resources about literacy was designed so that parents could become better consumers of both print and technology for their young child.

Parents are children's first and life-long teacher. It is the hope that these resources ultimately help parent and child make the most of their time together.

-Gail L. Summer, editor/coordinator

Children Talking to Parents About Development

Children Talking to Parents About...Being a Newborn
by Danyel Cooke
Children Talking to Parents About...Being 0 - 3 Months Old
by Kristen Little
Children Talking to Parents About...Being 3- 6 Months Old
by Wanda Wyont
Children Talking to Parents About...Being 6 - 9 Months Old
by Stacey Johnson
Children Talking to Parents About...Being 9 - 12 Months Old
by Susan Hollar
Children Talking to Parents About...Being 12 -24 Months Old
by Jennie Dulin
Children Talking to Parents About...Being Two
by Terri B. Garrou
Children Talking to Parents About...Being Three
by Donna Shipman
Children Talking to Parents About...Being Four
by Andra Ingle
Children Talking to Parents About...Being Five
by Brice Melton
Children Talking to Parents About...Teaching and Guiding Me as an Infant
by Tiffany Hunter
Children Talking to Parents About...Teaching and Guiding Toddlers
by Monique Davis
Children Talking to Parents About...Teaching and Guiding Me as a Preschooler
by Sandra Haueter
Children Talking to Parents About...Nutrition From Birth to Three
by Kelly Ball
Children Talking to Parents About...Nutrition During the Preschool Years
by Tanya Drummond
Children Talking to Parents About...Discipline
by Holly Viegut
Children Talking to Parents About...Learning Out in the Community
by Rebecca Hilts
Children Talking to Parents About...Helping Me Form Attachments
by Jill King
Children Talking to Parents About...Potty Time
by Wendy Wieber
Children Talking to Parents About...Choosing A Child Care Home
by Cindy Yount
Children Talking to Parents About...Forming Relationships When I'm an Only Child
by Wendy Clack
Children Talking to Parents About...Getting Along with Siblings
by Dana Harris
Children Talking to Parents About...Activity Levels in Children
by Jo Valcourt
Children Talking to Parents About...Having Multiple Disabilities
by Joy Setzer
Children Talking to Parents About...Down's Syndrome
by Linda Lowery
Children Talking to Parents About...Autism
by Amy Prestwood

Children Talking to Parents About ... Being a Newborn

Behavior and Development

- I can see, hear, and respond to your voice.
- I know who you are by the sound of your voice. I will respond to your voice and touch. I love to be held close to you, because it makes me feel safe.
- I may be startled by sudden movements or by loud noises.
- My crying is normal, and you will learn what my different cries mean. If I cry all the time, I may have colic, which is a bad stomach cramping.
- To calm me down, rock me in a rocker or infant swing, take me for a car ride, give me a warm bath, or gently stroke or massage me.
- My nights and days may be mixed up, so I may sleep all day and be awake at night. I also like to sleep on my side or back, because it is safer.
- I like to be wrapped up nice and snug, and held close to you.
- It is very important that you support my head because I can't do it on my own.

Feeding, Bathing, Diapering

- The first few weeks you can feed me when I seem hungry. If I'm on a bottle I may go 3 or 4 hours, if I'm breast-feeding I may want to eat every 2 hours. To be safe, make sure you wake me every 4 or 5 hours to eat.
- Make sure you burp me after every feeding.
- I can only be sponge-bathed with a warm cloth and mild soap until my cord falls off. Then I can be washed normally in a baby tub every 1 to 2 days.
- My skin is more tender than yours. Always check the water temperature and use mild soap.
- I should have 6 to 8 wet diapers a day. My stool should be mushy and green to yellow in color. Every time you change my diaper you need to wipe my cord with alcohol.
- If I'm a girl, wipe from front to back. If I'm a boy and was circumcised put vaseline on gauze and wrap it after cleaning until it's healed.

Safety

- Always put me in a car seat and buckle me in properly and put me in the back seat.
- Never leave me alone with pets, young children, or in the car.
- Make sure I get the proper shots and see the doctor regularly.

Learning

- I can already learn. I learn by what you say to me, and what experiences I have.
- The best way for me to learn is for you to talk, sing, play, read, and say nursery rhymes to me. This is a great way to bond, and you can do this while bathing, dressing, changing me, or any other time you can think of.

Suggested Reading:

The Amazing Newborn, M. Klaus, MD, 1985.

Infants and Mothers, T. Berry Brazelton, MD, 1983.

Becoming a Father, W. Sears, 1986.

By: Danyel Cooke a Lenoir-Rhyne student.

Children Talking to Parents
About Being 0-3 Months Old
by Kristen Little

Dear Mommy and Daddy

At last I am here. I have enjoyed hearing you talk and sing to me. I liked the music you played to me when I was in your tummy. I am in the world now and want to tell you about me. I like being touched and handled so pick me up a lot and hold me. I can respond to sounds and voices so please talk to me. I can show an interest in a person or object but only for about a minute. I will use my hands and mouth for sensory exploration of objects. I communicate by crying and cooing. I will cry when I am hungry, wet, tired, or uncomfortable. When I cry my voice will vary in its pitch, which will indicate my need. I can squeal, laugh, and will make sucking sounds.

I have some gross motor skills like turning my head to both sides, or lifting my head when held at your shoulder. I can extend my legs and kick. When my cheek is touched I will turn my head toward that side. I can activate my arms at the sight of a toy and might grasp it. I move to the timing of your voice and will gaze at your eyes so please look directly at me. I may be active and vigorous, or quiet and passive. I may be a non-cuddler or a snuggle bunny. I may get uptight with a lot of noise around or it may not bother me at all. I can see objects best when they are 8-12 inches away. I like to look at highly contrasted colors and complex patterns, especially black and white.

Socially I enjoy and need a great deal of physical contact and stimulation. I will draw attention to myself if I am distressed. I can discriminate between strangers and socialize with them. I will become aware of strange situations.

Self-help wise, I can open and close my mouth in response to food or other stimulus. By the end of the third month I can swallow strained or pureed foods. I can sleep at night for four to ten hour intervals at a time. I like to nap frequently during the day.

I need you to hold me, touch me, and sing to me. Please feed me when I am hungry and begin to understand my different cries. I like hearing your voice so please talk to me and sing to me even though I can't understand. I need to know you care and will try to meet my needs. I need to learn to trust that this world is an O:K place to be and that people can be loving and caring. I need your constant love and attention, it will help me grow and thrive.

Love

Your Baby

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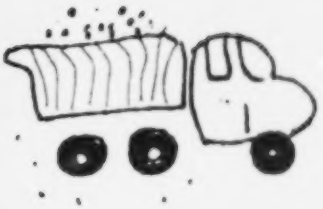
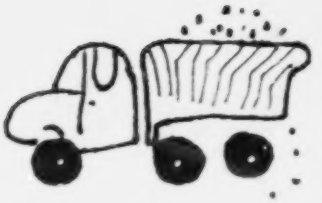


"CHILDREN TALKING TO PARENTS ABOUT..."
BEING THREE TO SIX MONTHS Old



I need lots of your time. I need to be loved, cared for, attended to, and given emotional support. I need to be accepted, appreciated and valued.

Developmental Characteristics

My eyes can follow moving objects.
I will reach for objects using both hands.
I can roll my body from side to side.
I am beginning to have some control of my head.
I will turn my head to follow sound.
I laugh out loud when I'm played with.
I handle and explore objects in a variety of ways.

Sleeping

I usually sleep 11 to 13 hours at night.
I take 2 to 3 naps per day.

Eating

I will let you know when I'm full by closing my mouth.
I enjoy feeding activities. I like to reach for my cup and spoon.

Bathing and Dressing

I enjoy being free of clothes.
I love to splash during bath time.
I like to pull off my socks and play.

Play and Social Activity

I learn about the world by seeing, hearing, touching, tasting and smelling. Play is my work!
I communicate by crying, body gestures and "talking," making vowel and consonant sounds.
I like social activities and playing alone.
I enjoy lying on my back and kicking and stretching my legs.
I look at my hands and sometime squeal with delight.
I enjoy playing with soft, squeaky toys and rattles. Everything goes in my mouth.
I talk to myself. You will hear me.
I behave differently with people that I know. I become anxious about people that are unfamiliar to me.
I like rhythmic activities: being bounced and jiggled gently.

TIPS FOR PARENTS:

- Provide my basic needs, such as food, cleanliness, and warmth. Meet my psychological needs by being dependable and affectionate. I need cuddling, nuzzling, and lap snuggling.
- Imitate my sounds, facial expressions, and body movements, name body parts, look in the mirror together and make faces, read and talk and sing to me several times a day. Introduce new sounds and actions.
- Place some toys beyond my reach so I will attempt to move for them.
- Provide a variety of things for me to look at.
- Use my name during all kinds of activities so I will recognize it.
- Provide toys, rattles, and household items that make noise as I shake and wave them.
- Play and move to radio or taped music with me, varying the tempo and movement: gentle jiggling, dancing, turning in circles, dance in front of the mirror. Describe the movements to me.
- Allow plenty of time for bath time because it can provide important learning.
- Play simple games with me such as "Peek-a-boo," and "Pat-a- cake."
- Please provide me with a things to touch with a variety of textures.
- Read to me from simple baby board books.

Wanda Wyont, Lenoir Rhyne Graduate Student

Children Talking to Parents About...
Being 6 to 9 months old
Stacey Johnson, Lenoir-rhyne College Student

I AM SIX MONTHS OLD.

I can:

move my head freely
twist and turn in all directions
roll from my back onto my stomach
creep along on my tummy by using my legs
stand if you give me lots of help
sit with only a little support
sit in a chair and bounce on my bottom
hold my own bottle
rotate my wrist and turn objects in my hand
reach for things with only one arm
change an object from one hand to the other
hold two objects at one time
tell the difference between adults and children
begin to feed myself

I like to:

babble when I feel an emotion
coo and hum when I hear music
smile at myself in the mirror
lie on my back and play with my feet
play games with people
hold two objects at one time

I will begin to:

be alert for two hours at a time
stay alert almost a total of half the day
lift my cup by its handle
be able to tell the difference between
adult's voices and children's voices
feed myself
sleep through the night
sleep a total of about twelve hours a day
reach to grab a dropped object

I AM SEVEN MONTHS OLD.

I can:

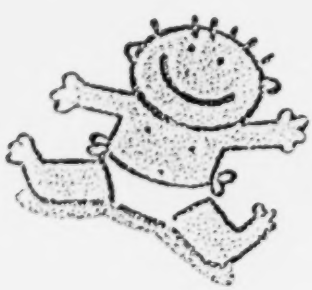
balance my head on my own
push up on my hands and knees
pull myself into a standing position
sit by myself for several minutes or even more
use my thumb and fingers to hold a toy
hold an object in each hand
make more sounds
pay attention to things longer than I could before
reach out and grab a toy that I want

I like to:

try to make sounds just like you do
imitate you and act like you do
tease and play with you
put everything in my mouth
touch my image in the mirror, it's me!

I will begin to:

say da-da and ma-ma
feed myself with my fingers
be very messy when I eat
keep my diaper dry for up to two hours
understand the difference between close
and far away
let you know when I don't want to do something



I AM EIGHT MONTHS OLD.

I can:

turn on my tummy
crawl backwards and forwards
even crawl with something in my hand
stand if I hold onto something or if I lean against something
use the furniture to pull myself up
put myself into a sitting position
use my thumb and first finger to grab things
pick up tiny things like a piece of string
shout to get someone's attention

I like to:

babble even more
shout sometimes
use my parents to get things for me
sit by myself
bounce up and down on my bottom
let you know when I am happy by using my voice

I will begin to:

say some things that you will recognize such as choo-choo (for the sound a train makes)
hear a sound that I know and turn my head to look for the object that made the sound
understand the ideas of "in" and "out"
remember things very well
begin to try to solve problems
recognize myself in the mirror
be afraid of strangers
have some trouble sleeping
cry or point in order to make myself known
have a great attachment to my Mom
push away things that I do not want

I AM NINE MONTHS OLD.

I can:

turn around while crawling
crawl up stairs
stand for a short time with help
sit well in a chair
sit by myself as long as I want
grab small object easily
build a tower out of a few blocks
let you know my emotions with my voice
choose the toys I want to play with
feed myself crackers

I like to:

imitate coughs, hisses and other noises
play games such a pat-a-cake and peek-a-boo
hold my own cup by its handle
use my index finger to probe in holes and spaces

I will begin to:

get bored with repetitions
remember playing games we have played before
cry if another child cries
anticipate my mother coming for feedings
dislike or fear a bath
keep a series of ideas in my head
tell the difference between large and small objects
carry out simple commands
respond with words such as "no-no"
sometimes fear heights

CHILDREN TALKING TO THEIR PARENTS ABOUT...
BEING 9-12 MONTHS OLD

By Susan Hollar, Lenoir Rhyne Student

FINE MOTOR SKILLS

-holds a cup with both hands

-drops and picks up toys
-begins to feed himself some finger foods
-begins to use thumb and forefinger grip

COGNITIVE SKILLS

-uncovers a toy he has seen hidden
-understands and follows simple directions
-beginning to repeat words
-beginning to know names of everyday objects

GROSS MOTOR SKILLS

-will try hitting and shaking their toys
-can sit upright without support
-will pull himself upright and stand holding on to an object
-crawls to get from one place to another

SOCIAL-EMOTIONAL SKILLS

-sometimes shy around strangers

-recognizes his name

-recognizes primary caregiver
-responds to his own image in a mirror

THINGS I CAN DO

Help to dress myself.

Recognize myself in the mirror.

Enjoy playing games with others.

Help to feed myself.

Look at books.

Pull pop beads apart.

Sometimes I am shy.

Beginning to talk.

Beginning to walk.

THINGS WE CAN DO TOGETHER

Let me practice picking out my play clothes and help you to dress me.

Together let's look in the mirror and show me my eyes, nose, and mou

We can play Peek-a-Boo and Patty Cake.

I like to practice using a spoon and eating baby finger foods.

I like to sit in your lap and point at the pictures in the book.

I like to watch you put them back together.

Reassure me and stay close by when I meet new people.

Talk to me about the things we are doing and encourage me to try new words.

Encourage me as I learn. . .

"Children Talking to Parents... About Being 12-24 months old"

By: Jennie N. Dulin
Lenoir Rhyne Student

This will be a busy year for me and for you. If I haven't started walking yet—I will soon! I will spend a lot of time getting better and better. I'm going to fall alot so give me lots of safe space to practice. After practicing (for a couple of months) I'll be able to do all kinds of new things like:

-pulling toys behind me
-carrying toys while walking
-starting to run
-kicking a ball
-climbing up and down stairs holding on for support

You'll see me getting better at using my hands with small objects. Let me play with lots of things. I'll love wooden blocks, empty containers of different sizes, and toys with parts that fit. In the next 7 months or so I'll be doing all kinds of things like:

-building towers with blocks- (four blocks high!)
-scribbling with chalk, markers and crayons
-turning knobs and pages

I'm not talking much or any at 12 months but I understand alot of things. I love for you to talk to me and "listen" to me even if you don't understand what I'm saying. Pretty soon you will. When you read a book to me or talk with me, speak clearly so my words will begin to sound like yours. By the time I'm two you won't believe all the things I can do. Like...

-pointing to objects or pictures when you name them
-recognizing names of things
-saying several words (by 15-18months)
-saying a phrase or two (by 18-24 months)
-repeating words that I hear

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I like to imitate at this age. You think it's cute to watch me, but I'm learning so much. I love to "help" at home and at school. Please let me "read" the newspaper too, help you sweep the foor, pretend to mow the lawn (while you are weeding right by me) or help with dinner. If you are watching me, you can tell I have watched alot because I can "talk"on my phone, turn the steering wheel on my car and honk the horn.

I'm learning and doing lots of things but there are some things I can't do right now. I don't understand "sharing" so when I'm playing with others make sure there are plenty of toys for everyone and watch me because I really think everything should be mine. I might need some help.

During this year (12-24 months) when you buy toys, I'll probably enjoy these the best!

-all kinds of picture board books
-blocks
-nesting and /or stacking toys
-beginner puzzles
-play lawn mowers, brooms, cooking sets
-digging toys
-bath toys
-all sizes of balls
-large crayons, chalk, paper

Remember, I'm like no other person in the world. I may do some of these things at different times and that's okay. Please talk to my pediatrician if you're worried about something that I am doing or something that I'm not doing. YOU KNOW ME BEST! These are things to watch for:

-I'm not walking by 18 months
-I just walk on my tip-toes
-I can't say 15 words by 18 months
-I cannot push wheeled toys when I'm two
-At 15 months I don't act like I know what a brush, telephone, bell, fork or spoon are for
-I can't imitate actions or words by two

Oh, I'm so busy, and I'm having so much fun. Continue to hold me, talk to me, protect me, and sing to me as I grow and learn even more .....

CHILDREN TALKING TO PARENTS ABOUT... BEING TWO

BEING TWO

I am two. I want choices. Let me choose between two things I can have such as two kinds of cookies, what I can wear, or toys I can play with.

I want to do things for myself. Let me help by folding washcloths, underwear, and other small laundry items. Let me spoon vegetables onto my plate. Let me put pots and pans away in lower cabinets. Let me wash my body in the bath and teach me the names of my body parts. Let me try to dress myself.

Spend time with me. Help me develop small muscle skills by working puzzles, stacking blocks, lacing shoes, and coloring. I can tear paper and glue it on construction paper using a Q-Tip. I can fill in circles, squares, and triangles and learn basic shapes.

I need to develop thinking skills and language skills. Talk to me about what we are doing. Explain things to me so I can understand. Ask me simple questions. I like to learn about the world around me.

Encourage me to count blocks, finger food, and other objects. Start with 1-3, then 1-5. Give me play dough, popsicle sticks, and safety scissors to cut the playdough with and be creative. Take me to the library and read to me every day. I like picture books. Look for "Good Dog Carl" by Alexandra Day, Tanya Hoban picture books, "Clifford" books, "Runaway Rabbit" and "Goodnight Moon" by Margaret Wise Brown, and books by Mercer Mayer".

I am selfish. I have not learned that other people have feelings. It is hard for me to share and take turns. Be patient. I will be more willing to share, take turns, and make friends when I am three.

I AM TWO
I CAN MOVE
I WANT CHOICES
I NEED YOU

I AM TWO
I STILL NEED HUGS
I'M EXPLORING MY WORLD
FROM POTTIES TO BUGS.

UNDERSTAND ME
I LIKE TO SAY "NO"
I AM TWO
I'M READY TO GROW

Twos need guidance, security, and play.

I need a variety of nutritious food. I need a balance of active and quiet play and a lot of rest. I need a nap in the day and 10-12 hours of sleep each night. The same nap and bed time each day helps me feel secure and more cooperative about going to bed.

I need a daily schedule or routine for guidance and security. If my schedule changes suddenly, I may get upset. I will need some familiar things to help me feel better and adjust. Explain to me why things have changed as simply as you can.

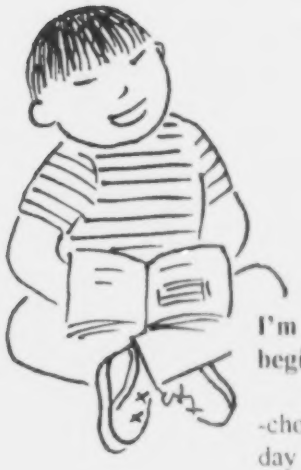
Encourage me to use the potty at certain times of the day. Give me time to adjust to this new experience. If I have accidents, tell me it's o.k. and remind me in a kind voice to go in the potty. Keep changes of underwear and dry clothes handy. If I'm not ready to use the potty yet give me some time and try again later.

Remember, I cry or fuss when I am tired or can't do something others around me are doing. I need love and guidance every day. I need to feel safe.

I am your responsibility. You can help make me a happy, healthy person.

Thank you for taking good care of me.

Terri B. Garrou
Graduate Student Lenoir Rhyne College

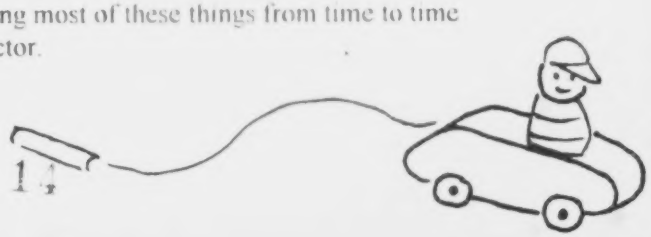


Children Talking to Parents About …
Being Three!

By Donna Shipman, Lenoir Rhyne Student

I'm a "big kid" now, so I am beginning to …	**This is how you can help me…**
-choose my clothes for the day and put them on	-allow extra time in the morning and be patient with me
-put my shoes on. I may not always put them on the correct feet or tie them, but I'm trying	-encourage me and make suggestions if shoes are on wrong feet, be patient
-use many new words	-carry on conversations with me using my new words
-show interest in using crayons, markers, glue and scissors	-provide an appropriate work area and don't be upset by the mess. Let me experiment.
-try some things by myself, like turning on the water, washing my hands, brushing my teeth and fixing cereal	-let me try to do things for myself and don't be mad if I "mess up", be patient.
-imitate life roles and enjoy using dress up clothes	-encourage me to pretend and role play. Be sure to encourage the use of my words.
-name body parts when I'm asked	-practice with me. Make it a bath time game.
-name four colors	-make a game out of naming the colors of my clothes, toys, etc. I need to hear the words to learn the color names.
-follow two step directions	-make directions short and easy to understand
-ride a tricycle, climb on outside equipment and catch a large ball	-show me how. Let me try these things often, encourage me and play with me

I know how much you love me. If I'm not doing most of these things from time to time this year please talk to my teacher and my doctor.



Children Talking to Parents About...
Being Four!

by: Andra Ingle, Lenoir Rhyne Graduate Student

Dear Mom and Dad,

I'm finally four! It's hard to believe this day ever came. Now that I'm four, my daily life and my ability to be part of the outside world is changing. I have a few pointers that can help you to understand my development and give me a boost in my learning.

Overall Development:

You will watch my height, weight, health, and coordination grow depending on how many opportunities I have, my general health, and my emotions. I will also start losing my baby fat and become a lean and upright young person. Since my bones and muscles are growing at a steady rate, I will be able to help out around the house more often.

Motor Development:

As my muscles and bones grow, I will be able to do a few new things that will take a lot of energy from me. I can now ride a tricycle, climb on playground equipment, chase, throw a ball, and jump in place with more independence. When we are out shopping I will learn to walk up steps using alternating feet and walk a straight line. When I am not balancing on one foot or turning somersaults, I may try to skip or run in opposite directions.

When we are inside and I sit down to play, I will be able to build skyscrapers of 10 or more blocks and work puzzles with about seven pieces. When you ask me to help in the kitchen, I can pick up small objects like dad's toothpicks or copy recipes for you using my crayons or paint. If you ask me to copy a cake recipe make sure you use Δ , ○, □ , ÷ ,and - . If you need me to kneed bread, open a jar, or string beads I would be glad to help out.

Language Development:

My colors are beginning to make a lot more sense to me now. I know red, blue, yellow, and green. I am trying to follow more verbal commands so that you don't have to always show me how to do things. You know how much I love to ask who and why questions. Now I love to strike up an imaginary conversation, so I say "suppose that" or "I hope" all the time. This will be my favorite activity when it comes time for special events so please let me enjoy them and help plan them. I like to talk more since I now have a vocabulary of 1500 words and can make 4-5 word sentences. Sometimes it is hard for me to prove it, but I can stay on task for about 11-12 minutes.

Cognitive Development:

As I grow up I will begin to get smarter, but you already know how smart I am because I tell you about all my pictures if you ask me. I love to tell you some of my shapes, colors, symbols, and body parts. Sometimes I like to play with and learn about money. My most favorite time of the day is when we tell stories to each other, talk about our day , or play "what's missing." I can count up to 10 and place objects in a pattern like puppy, flower, puppy, flower.

Social Development:

When we go places I am becoming a little more outgoing. I will play in groups and I love to imitate things that adults do. Before we go places I can dress myself, feed myself, and clean up my hands and face. After I get dressed, I try buttoning, zipping and tying, but have trouble some times so please don't be mad if I am wearing your dress, shoes belt, and my hat. If someone gets hurt, I want to help them feel better and make sure I know who they are. If I have an imaginary friend, it's okay because I love to brag and boast to someone. I can play by myself for 20-30 minutes. I am usually positive, enthusiastic, and high spirited.

Now that you understand me a little better, I would love for you to play with me and help me to understand these changes (not to mention a little quality time). I have all sorts of fun ideas for us, just ask me!! If you want more help; contact a preschool teacher, the library, Smart Start, churches, or the Cooperative Extension Service. ☺

"Children Talking to Parents About ... Being Five!"

by
Brice Melton
Lenior-Rhyne College Graduate Student

Being five years old is such a special time in a child's life. For some children it may mean leaving the safety and security of home to go to school for the first time. For others it may mean leaving a day care that has nurtured them since infancy. In either case, there are lots of transitions a five year old child may make during this exciting time in his or her life. There is a whole new world awaiting them at school and at home and as a parent you want to make those transitions as smooth as possible. Here are some suggestions of how to help you and your child make five a great time to be ALIVE!

Please give me choices about what I wear, what I eat, and what I play.

I need to play with children that are my own age.

When I play with children my own age you will probably need to remind me to share.

Help me recognize my name in print by putting it on my door to my room and the bookbag I will carry to school.

Show me the names of the stores we go to and tell me what letter they begin with. Is it the same letter as my name?

Competitive games are hard for me to understand. Remember all 5 year olds want to win and can have very hurt feelings if they don't win or get a turn. Let me win a lot and I will begin to understand the concept of winning, losing, and the importance of playing.

Dramatic (dress-up) and imaginative play is an important part of who I am now and who I will be so help me pretend.

I need consistent and fair punishment. Time-out works well for me if it is not so long that I forgot what I did. Remember I learn by example so help me learn how to treat others by treating me the way you would want to be treated.

Include me in family discussions and decisions. They affect me too and I need to feel important.

I can and should help you around the house. I can make my own bed (with just a few wrinkles). I can set the table for dinner. I can also help clean up my toys and put my dirty clothes in the hamper. If we have a pet I can help take care of it! If we don't have a pet and I want one I should first be able to take care of my own things.

I need to be read to every day for 15 minutes. This will help me to become excited about reading and a successful reader. The library is a great place for us to go together. I should have some special time with you each week.

If I have brothers and sisters, remember I need my own space and my own things just like they need theirs.

I need pencils, scissors, crayons, paint, playdough, and paper to create pictures to go on our refrigerator for you to be proud of. This helps to develop my fine motor skills and self-esteem.

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CHILDREN TALKING TO PARENTS ABOUT...

TEACHING AND GUIDING ME AS AN INFANT

BY: TIFFANY E. HUNTER Lenoir-Rhyne College Graduate Student

THINGS I LIKE...

When I'm 0-3 months old I enjoy being held, smiled at and laughed with often. Musical mobiles, listening to music and being rocked gently are also a few things I enjoy. To keep me happy and relaxed, give me a squeak toy, sing me a nursery rhyme, or just leave me alone to look at things around me. I also enjoy playing peek-a-boo or having someone put on a hand puppet show.

When I'm 4-6 months old I like playing with my feet or just lying in my crib kicking my legs in the air. I like looking at myself in the mirror, so having a mirror beside my changing table will help keep me happy.

When I'm 7-9 months old I enjoy being talked to and having someone listen to me chatter. Putting me on the floor with my blocks, a telephone, or some pots and pans is lots of fun.

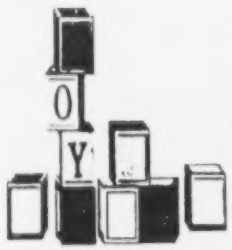
When I'm 10-12 months old I like to play hide and seek games with my toys. I enjoy doing things I see my family do and playing with other children. I also enjoy a fun game of pat-a-cake, stacking blocks, puppet games, and throwing my toys around for someone to pick up.

When I'm 13-15 months old I love to be touched and hugged by my loved ones. Giving me a touch and feel book is sure to keep me happy and content for a short while.

When I'm 16-18 months old I enjoy getting into everything and gaining some independence. I really enjoy finger painting to show off my talents and abilities. Just being able to run and jump around in the house and on the playground is exciting.

When I'm 19-24 months old I love playing dress up in my parents clothes and shoes. I enjoy climbing and swinging on things inside and outside. Also playing follow the leader is lots of fun.

THINGS I LIKE TO PLAY WITH...



0-3 months : mirrors,colors(black/whit and yellow/green), rattles and musical toys.

4-6 months: dangling toys, crib gyms, and high chairs with suction toys.

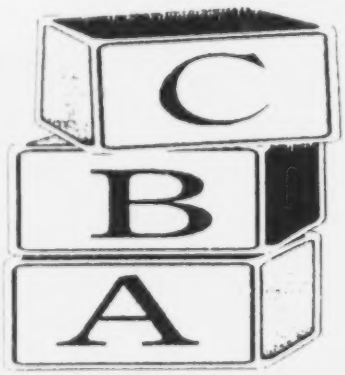
7-9 months: pots and pans, telephones (both real and play), teethers and gum toys.

10-12 months: dolls and stuffed animals, blocks, pots and pans, motion toys, bathtub toys, and balls.

13-15 months: push/pull toys, picture books, balls, and playing barefooted.

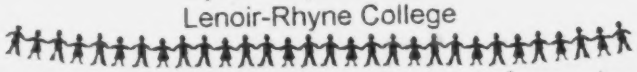
16-18 months: stackable toys, toy cars, trucks, anything in house I can get into.

19-24 months: crayons, sock toys, empty boxes of all sizes, and my parents hats and shoes.



Children Talking to Parents about... Teaching and Guiding Toddlers

by: Monique N. Davis
Lenoir-Rhyne College



Mom and Dad, you are my first and most important teachers!!

From the time I am first born, I can see and hear and smell and taste and feel. I use these senses to learn about the world around me.

* * *

I want to learn as much as I can; that's why I put things in my mouth, or drop things on the floor for you to pick up. I'm playing a game with you...please don't get angry!

* * *

I need lots of toys and books and interesting things around me; these are my learning materials. Even safe household objects like pots and pans count. You are my best "toy!" I learn from you by imitating and participating in your activities. Please spend lots of time with me and talk to me a lot.

* * *

I love when you talk to me, especially when you praise me for something I have tried to do. A smile, hug, or pat on the back also makes me feel so good...it makes me want to try more and more new things on my own! Praising the good things that I do helps me to learn what behavior you expect from me.

* * *

I will make mistakes, but I'm not being bad or mean. I will be messy sometimes, too. That means I'm learning! Please help me by showing me a better way to do something, and by telling me my limits ahead of time and sticking to them. I get so confused when the rules change day by day! Then, when I get in trouble, I feel bad about myself and don't explore as much as I need to.

* * *

Sometimes, the best way to teach me is to let me have free time to play, explore, and figure things out all by myself. I'm not sure yet how to keep myself safe, so do keep a good eye on me just in case!

Remember, "Play is a child's work."
Let's play and learn together!

Children Talking to Parents About... Teaching and Guiding Me as a Preschooler

My "stepping out" years between the ages of 3 and 5 are busy and full of growth and change. I'm stepping out into new places, I enjoy meeting new faces, and most of all, I like to do it myself!

Do I have to wait until kindergarten for "real learning" to begin?

I'm learning all the time- at home, at daycare, in the grocery store or laundramat, in the car or on the bus... there's so much to do and see and touch and smell and listen to, I never STOP learning! I learn best when I am 3, 4, and 5 in settings and situations that are just right for my age. I need time and space to use my whole body and all of my five senses as I learn. I'm in constant motion, learning as I go!

How do I use words and language to make sense of my world?

I'll amaze you during these years with how fast I learn to use my home language without even being taught! I need to spend time with grownups who will talk to me about everything that's going on around me and I need to spend time with grownups who will listen to me and let me talk AND talk AND talk! While I am 3, 4, and 5 years old, I'll learn about 50 new words each month! Language helps me solve problems, complete activities, make new friends, and get rid of my frustrations. Talk to me! I'm listening!

How can you help me get along with others and make new friends?

I like to be with people when I am 3, 4, and 5 but I don't always know just how to start a friendship or keep one going. It's hard for me to see things from another's point of view. Show me the right ways to play with other children, teach me to take turns and share and to use kind words with others but don't get upset with me when I forget to be a good friend- I'm still learning, and like anything else worth knowing how to do, friendship takes lots and lots of practice! Let me keep trying and praise me when I do it right!

Why am I so fearless one moment and so afraid the next?

When I am 3, 4, and 5 the world can be both a wonderfully exciting and a really scary place, sometimes all at the same time! Sometimes when I don't know what to expect in a new place or with a new person, I imagine that the worst will happen and I get scared. Help me get ready to experience something or someone new by telling me what is going to happen and when. Play "let's pretend" with me as I get ready and be patient with all of my questions about the new something or someone. Help me feel safe when I am with you and I'll still feel safe when I'm not with you. And when I get too fearless for my own good, keep me safe from my own lack of understanding about what I can actually do. But try not to use words that tell me I've done something wrong or stupid- at 3,4, and 5 I get easily discouraged and I count on you to make me feel good about myself and my actions. Tell me often "Yes, you can do it!"

What can we do together that's fun and helps me learn?

I 'm learning all the time we're together, but you can make even more learning happen by talking to me about everything we're doing, reading to me from books with bright pictures and catchy stories- if you're enjoying the story, it's a sure thing that I'll like it, too!- taking me with you when you go to interesting places like the grocery store or gas station or bank, putting me to work as your helper in the kitchen or when you vaccuum or make the beds, letting me dig beside you in the garden or help you drag the recyling bin to the curb. You are my favorite teacher and I'll see the world from your eyes, if you'll take a little extra time and effort to include me in your everyday activities. Give me lots of stuff to taste and touch and handle and play with- and it doesn't have to be the best toys from the store. I can march in your band if you give me an old pot and a wooden spoon !(And you join in, too!) I love to stack and fill empty boxes and we can "play store" with empty cereal boxes and plastic bottles and food containers. (Wash first, of course.) Let me stand on a chair beside you at the sink and pour water from a plastic pitcher into empty margarine tubs or yogurt containers. Let me sort the silverware by shape and size. Learning is a wonderful game when you share it with me. And it says to me, "You are special. You are mine. I love you!"

Children Talking to Parents About.....

Nutrition From Birth To Three

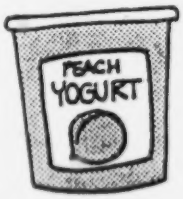
By Kelly Ball, Lenoir- Rhyne Student

I just turned three a couple of days ago and I feel that I am becoming a big and healthy child! I have grown so much since I was born and I think it was because my parents fed me good food and followed the steps that will make me healthy, like I am now!

I do not remember all that I ate when I was born, but mom told me what I ate. She said that when I was born she decided to breast feed me because the pediatrician said that would be of better benefit to me than formulas. I asked her why, and she said that her milk has good stuff in it, with a lot of vitamins, minerals and enzymes that help with my digestive process, since it is hard to digest things as an infant. I was not sick much as a baby, and mom said that her milk provided me with certain kinds of antibodies that helped me resist certain kinds of infections, and kept me from having allergies like cow's milk can. I asked mom how long she breast fed me and she said for just a year, but during that time she also fed me other foods too. When I was four months old, mom said that I started gaining more energy, so she started adding solid foods to my diet. I don't really remember what my first solid food was, but she said rice cereal and then oatmeal and barley. I wasn't sure what barely was, but she said that she had to give me that because mixed cereals and wheat make cause allergies and I had to wait until I could except cereal. Gosh, I can't imagine not accepting cereal! She next gave me strained veggies (except corn), and fruit and meat and they had to be cut up and smashed so that I would not choke on them.

Dad said that I was a big eater and that I would always eat 4oz of food at each of my three meals especially between 8 mos. and my first birthday. The foods that I ate when I was an older infant, sounded a lot better. It was alot of soft foods like toast, well cooked pasta, small pieces of chicken, scrambled eggs, lots of creal and chunks of bannanas. One thing that I do remember is mom putting lots of different colors and shapes of food on my plate. She said that I would eat that so-called "good stuff" if it was in neat shapes.

I think after my first birthday I got tired of the "good stuff" and lost my appetite. That sounds pretty scary, but Dad said that it was normal. Dad also says that he always caught me with my hand in the cookie jar. He said that he tried to keep me away from the sweets because it was very bad for me and I would eat too many chocolate chip cookies and not eat my meals. That got me upset because I didn't want to disapoint mom and dad, but they said that I would eventually eat my three meals and two snacks and eat from the four basic food groups. Even though I was picky my parents still had to continue to offer balanced meals to me. Mom and dad said that they couldn't force me to eat, because I wouldn't eat and that I would eat whenever I was ready to eat. I hope that everybody's parents are like mine when it comes to making sure that their child gets the proper nutrition, so that they can become big and healthy like me!



Children Talking To Parents About... Nutrition

DURING THE PRESCHOOL YEARS

1. I LEARN FROM YOUR HABITS SO LETS ALL EAT HEALTHY. MY ATTITUDE TOWARDS FOOD AND MEALTIME HABITS ARE FORMED DURING THESE YEARS.

2. DURING THESE YEARS I AM NOT GROWING AS FAST AS I HAVE BEEN. PLEASE DONT WORRY ABOUT ME NOT EATING ENOUGH FOOD. MY GROWTH HAS SLOWED DOWN AND AS A RESULT MY APPETITE HAS DECREASED. BY FORCING ME TO EAT MORE, I MAY BECOME AN OVERWEIGHT CHILD. TRUST MY APPETITE.

3. I MAY BE A PICKY EATER AT THIS ASE. IF I REFUSE TO EAT CERTAIN FOODS, PLEASE DON'T MAKE ME EAT THEM. JUST INCLUDE THOSE FOODS IN MEALS OFTEN AND SHOW ME THAT YOU ENJOY THEM. IN TIME I MAY START TO LIKE THOSE FOODS TOO.

4. MANY TIMES I WANT TO EAT FAST FOOD SUCH AS MCDONALDS, BUT IT IS VERY HIGH IN FAT. TO HELP ME BE HEALTHY, ONLY ALLOW ME TO VISIT THESE FAST FOOD RESTAURANTS AS AN OCCASIONAL TREAT.

5. HAVING A WELL BALANCED DIET IS VERY IMPORTANT. TEACH ME TO EAT A WELL BALANCED MEAL THREE TIMES A DAY.

HERE ARE A FEW GREAT IDEAS FOR HEALTHY SNACKS!

- PEANUT BUTTER AND CELERY
- PRETZELS
- CARROT STICKS
- FRESH FRUIT

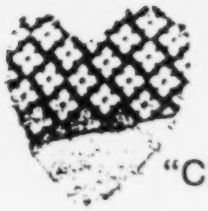
Healthy Treat: Frozen Yogurt Yummies

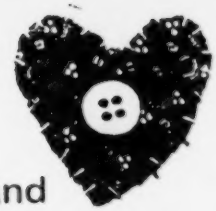
You'll Need:

8-ounce carton of plain yogurt
6-ounce can frozen juice concentrate, thawed
spoon
6 small paper cups (3-ounce size)
6 craft sticks
freezer

Pour thawed juice into blender. Add yogurt. Blend until smooth. Pour into cups until 1/8-inch from top. Put in freezer. Add a craft stick to each cup when mixture starts to freeze. Peel off paper before eating. Makes 6 yogurt yummies.

TANYA DRUMMOND
LENIOR-RHYNE
COLLEGE





"Children Talking to Parents About Discipline and Alternatives to Lashing Out at Your Child"

Holly Viegut
Lenoir Rhyne College Student

✓I need and want you to set limits for me and my behavior, but sometimes it is good to offer me some simple choices as well.

✓Always tell me why you are punishing me. Be sure that I understand why my behavior was wrong.

✓Please do not use harsh or hurtful words when disciplining me. Hurting my feelings will not help my behavior.

✓Show me ways that I can fix my own problems and mistakes

✓Try to take some time to cool off before disciplining me. I may be scared of you if you come to me in anger.

✓Make sure I know what is expected of me and what will happen if I do not follow your directions.

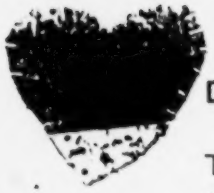
✓Be a good listener. I like to talk as well as listen.

✓I learn by watching you so I may behave the way you do in some situations. Show me how you want me to behave.

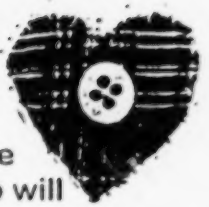
✓Praise me daily!

✓Try to make learning new things and behaving fun for me!

✓If you feel like you are losing control please do not hurt me. Get away for awhile or ask somebody to help you.



Dear Parents,



Try these simple alternatives to lashing out at your child the next time he or she misbehaves. You will feel better and so will your child.

❶ Take a deep breath. And another. Then remember YOU are the adult.

❷ Close your eyes and imagine you are hearing what your child is about to hear.

❸ Press your lips together and count to 10. Or better yet, to 20.

❹ Put your child in a time-out chair. (Remember the rule: One time-out minute for each year of age.) Or, put yourself in a time-out chair. Think about why you are angry: is it your child, or is your child simply a convenient target for your anger?

❺ Pick up a pencil and write down as many helpful words as you can think of. Save the list.

❻ Phone a friend.

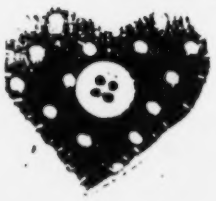
❼ If someone can watch the children, go outside and take a walk.

❽ Take a hot bath or splash cold water on your face.

❾ Hug a pillow.

❿ Turn on some music. Maybe even sing along.

♥ Write for preventative information:
National Committee for Prevention of Child Abuse, Box 2866L, Chicago, IL 60690



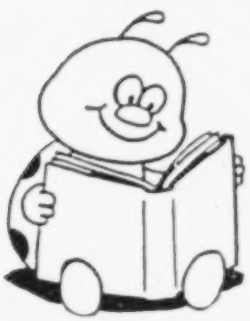
Children Talking To Parents About... Learning Out In The Community

By Rebecca Hilts, Lenoir-Rhyne Student

I am the luckiest 4 year old because I have the bestest and smartest mommy in the world. She says that I can become very smart by just driving down the road or going to the store. Do you want to know how ?

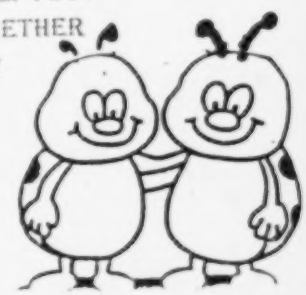
When my mommy and I go to the food store she tells me that I must always hold her hand, she says that if I don't I might get lost, and then I would be sad. When we go around the store I sit in a cart and mommy shows me all the different food. She shows me that bananas are yellow (she says I'm just like a monkey because I like to eat bananas). Mommy taught me that apples are green or red. As mommy picks out the fruit and vegetables she asks me the colors of them (I'm almost able to say them all!) My mommy says she is proud of me for learning my colors. My mom also taught me that the milk I eat in my cereal comes from cows and eggs come from chickens.

My favorite time is when mommy and me play the guessing game while we drive in the car or ride on the bus. Mommy points to a sign on the side of the road and I say what color it is (soon I will be able to read what it says). When we stop at the light I get to tell mommy if it is red, which she taught me means you have to stop. Or if it is green I tell her she can go. My mommy told me that the funny shaped red sign with the letters *S T O P* means we have to stop.



Mommy says since I'm big now I get to go to the library. When we go I get to pick out any books I want. Mommy explained that in the library we have to use our quiet voices. When we go home mommy and I look at the books together. Mommy and I like to go for walks. Mommy shows me how to look both ways before we cross the road, that way I wont get hurt. Mommy shows me different flowers (sometimes we pick some and take them home). Mommy taught me the names of some flowers (my favorite is tulips). One day mommy showed me a birds nest, did you know that baby birds are born in eggs?

WHEN MOMMY AND I HANG OUT SHE ALWAYS EXPLAINS THINGS TO ME. I LOVE GOING PLACES WITH MY MOMMY. MOMMY SAYS THAT OUR TRIPS TOGETHER ARE SPECIAL, I AGREE. I LIKE TO LEARN, MY MOMMY MAKES IT FUN!



Children Talking To Parents About. . .
Helping Me Form Attachments

Jill W. King
Lenoir Rhyne College

Forming Attachments Through My Five Senses
Sight, Hearing, Smell, Taste, Touch

Sight

I want to see my parent's faces.
I like your shiny eyes, your shiny mouth and the edges of your face.

I want to see a happy face.
If your face looks worried I am going to turn away, I won't look at you. I can tell if you are not happy so be careful not to upset me.

Remember, as I get older I will use your face to clue me in on what is going on around me!

Mommie, I will recognize your face in three weeks and daddy for you it will be about five weeks.

Hearing

I love to hear my mommie's voice.

I don't like loud or sudden noises so when you talk to me speak in a soft and gentle voice not loud or high pitched.

Mommie and Daddy our communication can be like a dance if you will. learn the rhythm I like. Just watch me and I'll show you because I will let you know if I don't like the sounds.

Remember, I like to hear your voices so talk, talk, talk!

Smell

I can smell good smells and bad smells and these help me to know my world.

Mommie, if you choose to breast feed me, I will be able to smell my milk and my feedings can be a special time for you and me.

At two or three weeks, I will move my mouth (rooting) when I am in your arms because I am ready to eat.

Taste

When I am eating, I want you to talk to me. If I stop sucking, please talk to me I want interaction.

I can tell the difference between different tastes such as sweet, bitter or sour.

Touch

I saved this sense for last because touch is very important to me. I want to be touched.

Mommie, I need you to hold me or just stroke my little body and Daddy, I need you to play with me or rock me. I need both of you to touch me.

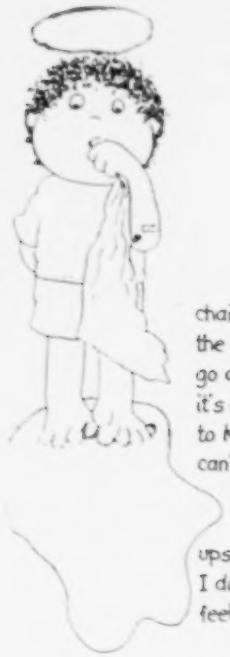
The way you touch me can stimulate me and make me alert or a patting motion will soothe me.

Dear Mommie & Daddy,

I want to be loved, wanted and needed. I am new at this thing called being a human so be patient and allow me to learn about you and my new world. Everything you do will have an impact on me so be careful because I am watching you.

Love,

Your New baby



Children Talking to Parents About

POTTY TIME

All my grown ups want me to sit on one of those chairs with the hole and do something. A little chair is OK. It's my size and feels safe because my feet are on the ground. I don't like the big chair with the whooshing water. I could fall in and get sucked away. The noise scares me. If you notice that I usually go at certain times, and my diaper is dry some of the time, I'm sorta ready. I'm more ready when I know it's me that makes the wet and the squish and when I can tell you or show you that I need to go. I need to know it's me who does it, be able to tell you, and have muscles that are strong enough to wait. I usually can't do this until after I'm two.

Used to be I didn't know anything. It just came out. Now I'm older and know the words grown ups use. Now I get a funny feeling before the warm wet. I get a push feeling before the squish and smell. I don't like it when people tell me I stink. It makes me want to hide somewhere when I get the push feeling.

If you see me holding myself, jumping around, getting red in the face or looking like I'm about to go to the bathroom, let me know gently, like I figured it out myself. If you use a mean voice or move too quickly with big hands, you scare me, and I won't be able to learn how to do this. You could show me some books where other little people or critters use the potty. A doll - one that really has pee in it- can help me have fun while I understand. We'll sit together. I can help dolly and forget to say NO to you!

After I go on the potty some of the time, it's easier for me if you let me have real underwear when I'm home and awake. I know I'll make puddles. Please don't get mad at me. I'm practicing. If you leave me in diapers all the time, I can't practice. You could also ask me every hour if I need to go. When I'm playing real hard, I don't remember stuff like that. If you remind me nicely, I'll stop and listen to my body.

If I've just learned to potty during the day, don't expect me to stay dry all night. I can't wake myself up to pee, so we'll just have a lot of wet sheets and bad feelings if you think I can. Let's feel good about each other and ourselves. Please don't yell at me or call me names. I can be pretty stubborn sometimes because that's how I'm supposed to be at my age. If you try to force me to sit a long time on the potty or hold me there, I will NOT go. Let me feel like it's my choice to go. With a little help, let me do it my way, or back-off and let me handle it when I don't make it. Rewards are OK, but is pooping on the pot worth a trip to Disney World? If I'm strong enough to be stubborn (and maybe grow up to be a lawyer), giving me the responsibility is better than a reward because it means I'm in control! It also means you know I can do it.

If I hold my poops for so long it gets really hard and hurts, I probably need for you to call the Doctor. Also, if it makes me cry when I go pee or poop, or if my pee never shoots out but only dribbles, or if my underpants are always damp, you should talk to the Doctor.

I guess that's all. You may worry that I'll still be wearing diapers in Kindergarten, but I probably won't. When I can't wait for something to happen, like you getting me from day care, time seems to go so slow. I think that's how it is for parents about this potty thing. It just seems to go so slow. But it won't really take that long, so you might as well lighten-up and have fun with me. That will last a lifetime!

By Wendy B. Wieber, Graduate Student
Lenoir-Rhyne College

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Children Talking to Parents About...

Choosing a Child Care Home

...So you've made the decision to place your child in a day care home, yet you may feel a little anxious. You may find yourself asking, will the home provide the essentials that you child needs to help them develop into a happy, healthy human being? Will the caregiver work with you and respect your opinion for what is best for your child? What kinds of questions do you need to ask the caregiver? What do you need to look for in the home? Do you need references? If your child could tell you what they needed, it may sound something like this:

Mommy, Daddy, please choose a place for me where I will feel special and respected for who I am and what I am becoming. I need special individual times as a baby like when I am being fed or when my diaper is being changed. I need someone who will pay attention to my needs so that I am not rushed when I am eating, or my bottle is not propped up with a rough towel. (You know how hard it is for me to rest comfortably when I am not burped before I go to sleep.) I want someone who will play with me and laugh when I do something new and funny. I want to be talked to...a lot, so I will learn to interact with others and talk someday too.

I need someone who will encourage my physical development when you are away, so my muscles will develop and be strong. (As my muscles become strong, I will be able to reach for objects, crawl, pull up on things, and soon walk.) If I am left in a crib all day, my muscles won't develop as they should. I need someone who will enjoy having me around and help me grow-up so I can trust those around me. I want to play games and sing songs with the caregiver that will keep my brain busy and working.

I need to have someone who will check on me constantly when I am sleeping and will be able to see and be with me when I am awake. (As I start to move around, I will quickly be able to get into things that maybe I shouldn't, and I need to be protected.) When I am sleeping, please tell them that I must sleep on my back or my side, and remind them to never cover my face or my head with the blanket. (They can't see me when they do that.)

Ask them what they would do in an emergency, and ask to see their First Aid and CPR certification so that you will know that they know all the up-to-date stuff to do in case I get hurt. While we are looking at things, ask them to show you their Registration Certificate, just to make sure they are registered with the State.

...And by all means, be nosy. Look to see if their electrical outlets have covers on them, and there is a gate to keep me away from that long flight of stairs. Make sure they don't have any cleaning supplies or medicines that I can get into when I start to explore. (Toys that are in good shape will be just fine for me.) Find out too, where they are going to keep me in their home, and see if that level has an exit directly to the outside of the house in case there is a fire and we all need to get out quickly. (By the way, do they have smoke detectors and a fire extinguisher???)

When they start to feed me, tell them I need to eat healthy food like fruits, vegetables, breads and milk so that I can grow up big and strong...just like you. And please, watch and see if they wash their hands before fixing food and after changing diapers. (I want to stay healthy after eating all of that good food).

Please tell them all the ways that they can get in touch with you so if I need you really bad, they can find you. (You'll need to take time to fill out that application form and have it notarized any way...you could put those important numbers on the form, okay?)

Let's go and visit the home together, a couple of times, and see how the caregiver acts with me and the other children. (And if another child is having a bad day, listen to the caregivers tone of voice and how they act, and what they do, because I may have a bad day too.) Talk to other parents, and ask for references...and if there is anything else you need for me, then ask them about it. After all, I am your most special child.

Prepared by: Cindy M. Yount, Lenoir-Rhyne College Graduate Student

Children Talking to Parents About...
Forming Relationships
When I'm an Only Child

By Wendy Clack
Lenoir-Rhyne College Student

Some children have brothers and sisters, some do not. Either way, it's okay. I can be just as happy and content as an only child as a child with many siblings and have lots of friends, too. But, as an only child I may not have as many chances to form relationships as children who have brothers and sisters. Playing with you, Mom and Dad, is important, but friendships with those my own age are also important. There are some things you can do as my parents to help me.

From my earliest years I need playmates my own age. By age two, I can learn from having play dates with your friends' and neighbors' children. Expect some conflicts about sharing, and I may not interact all the time with my new friends -- I may spend most of the time just playing side by side. Even so, this is a good opportunity for me to grow and learn.

It's also a good idea to begin leaving me with these new friends for short 30 minute intervals. The next time, my friend can come play with me at my house. As I mature and get older, you may even want to plan overnight visits with other children, or maybe have some friends over at our house for an overnight stay. Just be sure with these play dates that you take turns with my friends' parents to make things fair.

Working parents may find it hard to find time for playgroups. Another good place for me to form friendships is at preschool or daycare. There are many other places for me to be around other children my own age. The important thing to remember is that these early relationships with peers can help me later on, like when I go to kindergarten, and on throughout my life.

Please also remember not to overdo things with me. I need a balance of scheduled activities and free time. Time alone is important so that I can develop my creativity and independence. But I also need companionship from both you as my parents, and my peers.

And keep in mind that I am little and don't need to act too grown up yet. It may help you to sit in on my preschool class or playdate and just watch and listen as I play.

You, as my parents, are my first teachers and I know you want to help me grow up into the best person I can be. Having friends my own age is important and can help me do just that!

CHILDREN TALKING TO PARENTS ABOUT... GETTING ALONG WITH SIBLINGS

Dana M. Harris
Lenoir-Rhyne College Graduate Student

I may feel you love my sibling more than me at times. Give me your hugs and kisses everyday so I will know you still love me too.

I need you to do activities alone with me to focus on my needs and feelings.

I need some belongings and friends I can say are mine that I do not have to share with my sibling.

I learn how to share, work out problems, and get along with my sibling by watching you.

I may fight with my sibling because I feel you are not giving me enough attention.

I can work out some of my conflicts with my sibling, but sometimes I need your help so no one gets hurt.

I will develop a relationship with my sibling by give and take, working and playing, fighting and making up.

I need you to encourage me to tell my sibling how I feel or what I want when I am angry.

I need help putting my feelings into words when I act out of anger.

When I am mad at my sibling, I may be happier after I draw a picture about my feelings and talk with you about it.

When I fight with my sibling or do something wrong, I need to know you still love me, but not what I did.

I feel sad when I am compared with my sibling.

I need you to focus on what I can do instead of what I cannot do.

Mom and Dad, all of these wants, needs, and behaviors are very normal for me to have as a sibling.

Suggested Reading-Siblings Without Rivalry written by Adele Faber and Elaine Mazlish.

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Children Talking to Parents About...

Activity Levels in Children

I am always on the go. I have to play!! My Mom and Dad say I never slow down. Just because I am always busy does not mean that I am "hyperactive." Only a small number of kids like me are actually "hyperactive." I know I can be frustrating to adults, but remember I am just a kid.

Children learn through play. Play is their work.
Ask what your child did today!!

As an infant, I am growing fast. My favorite activity is exploring my world. It is natural for me to want to "get into everything," and not understand what "no" means. I can't lie still all the time for a diaper change. I'm still learning. As a toddler, I need to have some boundaries and start to learn what "no" means. I can begin to develop a small understanding of frequently used words. My favorite activity is climbing. Climbing on everything, such as tables, is not okay. I need your help to keep me safe and to show me what I can climb on.

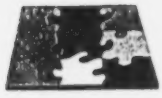
As I get older, I learn how to do many different things— and a lot of times, slowing down is not one of them. Discovery and independence is a big part of my life. I enjoy running, jumping, and moving around. I'd rather run than walk somewhere. That's what comes naturally to me. I like to play and imitate during my preschool years. My play is my work. That's how I learn about my environment. Sometimes, I may get aggressive. Some of this is normal. I learn how to act around others by watching and trying things out. I need Mom and Dad to show me what is right from wrong.

In school, my teacher may complain that I fidget and do not pay attention in class. I may just be bored with what is happening in class. Sitting still for long periods of time may still be difficult. Remember, it's easier to pay attention if it is interesting. Isn't it for you sometimes? I do need praise for being successful.

Remember, just because I am active does not mean there is something wrong with me or that you are doing something wrong. I need my family to help me to explore and learn in my world. I need rules and boundaries to live by, just as adults do in their world. If we work together, we can develop a way to make our life together fun. I'm just a kid and I like to play. Do you?

If you think something is wrong in how I play or how I might be acting, check it out. Talk to someone about me. My doctor, teacher, or friends might be able to help you understand what is going on, and how at my age, I should be playing, and talking to me will help you understand me better. Just remember, being a kid is fun!!

Jo Valcourt, Lenoir-Rhyne College graduate student



Children Talking to Parents About... Having Multiple Disabilities

Prepared by: Joy Setzer, Lenoir-Rhyne Graduate Student

When a child has multiple disabilities, he or she has more than one disability that requires special attention. One child may have cerebral palsy, vision impairment, and hearing impairment. Still, another child may have brain damage, spina bifida, and paralysis from the waist down. Aside from the given examples, there are many other ways to describe multiple disabilities. These children are very exhausting to care for and perhaps if we understand what they need from us, we will not get so exhausted after caring for them.

What I need from you as my parents...

* Please give me unconditional love each and every day of my life.
* Please treat me as if I had no disabilities.
* Please help me overcome my disabilities so that I can live a normal and very productive life.
* Please tell me, "You can do it!", so I can build up confidence in myself and do the things you believe I can do.
* Please be patient with me as I try to accomplish a task that seems so simple to you.
* Please do not get angry with me when I cannot complete a task.
* Please do not give up on teaching me something on days that I am less cooperative or when I am easily bored.
* Please see that I get my weekly services with the occupational therapist, physical therapist, and speech therapist since they are teaching me the basic skills I need in order to do things on my own.
* Please provide me with any accessories such as a wheelchair, a walker, a breathing machine or other medical supplies , glasses, or hearing aids I may need so that I can learn and function with the aide of these accessories.

CHILDREN TALKING TO PARENTS ABOUT DOWN'S SYNDROME

by Linda Lowery Lenoir -Rhyne Graduate Student

My name is Heather and my parents got some scary news in the hospital. The doctors just told them I have this thing called Down's Syndrome. I've been listening to all the things they say and I could really tell them about me if they would just listen. I know I don't look like the other kids. My nose is kinda flat and my eyes have a fold of skin that makes me look a little different from other kids. I have a crease that goes all across the palm of my hand too. They are watching me for all kinds of things like heart problems, poor sucking and floppiness. But I fooled them, some kids with Down's Syndrome have these problems but I only have a heart problem. I know someday I will need surgery, but doctors do it all the time. I know they can fix me.

My Mom is worried that she did something before I was born to cause this Down's Syndrome, but I know she didn't. It just happened. They used to think only older mothers had kids like me, but mom wasn't really old when I was born she was only 26. There are lots of people that are like me. The Doctor said it was caused by an extra thing caused a chromosome. I don't really understand that but it is something that causes me to look the way I do, and it won't go away.

I heard them telling Mom that I will probably be shorter than most people, that it will be harder for me to learn things, and that I will need extra help from people to learn. There are lots of people that will help us. Dad was worried that I wouldn't be able to play with other children or go to school. Someday when I can, I'll tell them I want to go to school with other kids even if they say I need some special classes in the school. I know I'd learn better being with regular kids. I could learn from watching and listening to them. There is a really neat day care down the road. When Mom goes back to work I hope I can go there. My older sister goes there, and she said they will treat me just like the other kids. They will hold me, love me and give me the extra help I need to learn.

My Mom and Dad want what's best for me. By the time I am ready for kindergarten I am sure they will have thought a lot about the kind of school they want me to go to, what they want me to learn, and how much help I need. I can go to a regular class and even have an assistant in class to help me. I may have problems learning because abstract things like time and math can be really hard for me. I may need a teacher who is willing to repeat things for me and try new ways to teach me. Once I show them how I learn best they can teach me that way.

If Mom and Dad feel it is more important that I learn life skills like cooking and personal grooming, there are classes which work more on this. These classes have fewer kids in them, and the other children have special needs too. I can even go to regular class part of the time and special classes part of the time.

I really love my Mom and Dad. I wish they would call someone else who has a baby like me, just to talk, then maybe they wouldn't be so scared. I know I will be extra work for them, but they can do it. I know what I will do, I'll give them extra love and hugs. I am really good at loving. Then they will see that I am really just like other kids, because everyone is different.

I know Mom and Dad have lots of questions. There is lots of information about Down's Syndrome for them to read when they take me home. They can even get someone to help them when they go to important meetings. It will be important that they know what their rights are according to the law. I'll just get someone to write down some phone numbers where they can call to meet other parents and get information when they have questions.

Down's Syndrome Association 536-2163

Hope Network 433-2661

Family Support Network 433-1661

CHILDREN TALKING TO PARENTS ABOUT...
AUTISM

BY
AMY E. PRESTWOOD

What Is Autism?

Dear Mom and Dad,

Have you ever wondered why I act differently than the other boys and girls my age? I have trouble understanding what I see, hear and sense. My schoolteacher says that I have "autism." That means that I must work harder in school so that I can learn how to talk and play with other children. Sometimes I get tired of trying to understand the world around me, but my teacher talks slowly to me and is very nice. This makes me feel much better when I am confused.

What Are The Characteristics of Autism?

My teacher says that I am learning a lot and am very good at remembering the names of my friends and the day they were born. My teacher says that I am highly functional. She says that autistic people can be high, moderately or low functioning. If they are low functioning then they must work even harder than me in school. Sometimes the other kids think that I am retarded, but I am not. My teacher says that my brain just works differently than theirs.

At school I follow the same schedule each day. This helps me learn better and keeps me from feeling afraid or upset. Sometimes when I get confused or upset I rock back and forth or flick my hands. When this happens, my teacher lets me take a break or do something that I enjoy.

HOW SEVERE ARE BEHAVIOR PROBLEMS IN PEOPLE WITH AUTISM?

Behavior problem range from very severe to mild. Severe behavior problems take the form of highly unusual, aggressive, and in some cases, even self-injurious behavior. These behaviors may persist and be difficult to change.

In its milder form, autism resembles a learning disability. Usually, even people who are only mildly affected are substantially handicapped due to deficits in the areas of communication and socialization.

WHO IS HELPING NOW?

In North Carolina, there are public school classrooms, a summer camp, group homes, social skills training, and job training for persons with autism.

The Autism Society of NC is available to support parents, provide advocacy, and hold conferences and summer camp programs. For more information, please contact:

AUTISM SOCIETY OF NC, INC.
3300 WOMAN'S CLUB DRIVE
RALEIGH, NC 27612-4811

SUGGESTED READINGS

My Experiences as an Autistic Child
By: Temple Grandin

An Anthropologist on Mars
By: Oliver Sacks

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Children Talking to Parents About Language

Children Talking to Parents About...Helping Me Learn to Talk 0 - 6 Months
by Jennie Dulin
Children Talking to Parents About...Learning to Talk, Ages 6 - 12 Months
by Sandra Haueter
Children Talking to Parents About...Helping Me Learn to Talk Between 12 and 18 Months
by Brice Melton
Children Talking to Parents About...Helping Me Learn to Talk Between 18 - 24 Months
by Tiffany Hunter
Children Talking to Parents About...Helping My Language Grow When I Am Two
by Tommie Graybeal
Children Talking to Parents About...Helping My Language Grow When I Am Three
by Dana Harris
Children Talking to Parents About...Helping My Language Grown When I Am Four
by Andra Ingle
Children Talking to Parents About...Helping My Language Grow When I Am Five
by Monica Kesterson
Children Talking to Parents About...Helping Me Learn New Words (0-2 years)
by Lee Aldridge
Children Talking to Parents About...Helping My Vocabulary Grow 3 - 5 Years
by Wendy Clack
Children Talking to Parents About...Helping Me Learn About Writing (Toddlers)
by Cindy Yount
Children Talking to Parents About...Helping Me Learn About Writing: Preschoolers
by Michelle Ewing
Children Talking to Parents About...Writing for Kindergartners
by Donna Shipman
Children Talking to Parents About...Answering My Questions (since I ask so many)!
by Wendy Wieber
Children Talking to Parents About...Reading To Me!
by Monique Davis
Children Talking to Parents About...Watching Television
by Jo Valcourt
Children Talking to Parents About...Language Development While Playing with Toys at Home, 0 -2 Yr olds
by Joy Setzer
Children Talking to Parents About...Activities and Objects at Home that Support Language for 3 -5 Yr olds
by Linda Lowery

CHILDREN TALKING TO PARENTS ABOUT ... HELPING ME LEARN TO TALK 0-6 MONTHS

Being born is hard work! I'm so glad to finally be in your arms. Your voice is so wonderful, and so interesting. I hope you'll always talk alot to me about everything going on in my new world.

My stomach feels funny! I start crying. You pick me up and begin to feed me. Oh, my stomach feels so much better. Thanks so much for listening to me. Now I know how to ask you for food.

Not too long after I eat, I'm uncomfortable again. This time it's not hunger. I'm all wet and I don't like it at all. I cry again but this time you change me. I feel so much better—you understand me well. With you as my partner, my life is nice and secure.

I love bathtime! The water feels so good. You sing songs to me and talk about toes, fingers and things that go "splash"! I get tired in the bath pretty quickly—you stop playing and get me into dry clothes so that I can eat and go to sleep. Thanks for knowing when I've had enough—you are getting to know me pretty well!

Everyday with you I know what's going to happen. I eat, bathe and play at the same times. You sing and read alot of the same songs and books—you can tell I'm listening. When I'm cooing, you wait for me to stop and then you answer me and then I coo again. "Talking" with you is great fun!

I can't say words right now—but we're "talking" to each other really well. Thanks!

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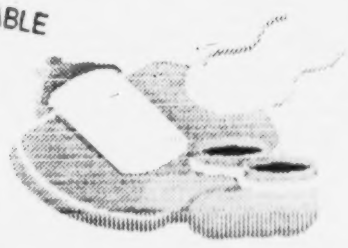
By: Jennie N. Dulin
Lenoir Rhyne Graduate
Student



Children Talking to Parents About..
Learning to Talk, ages six to twelve months

by Sandra Haueter, Lenoir-Rhyne College

Helping me learn to communicate with you is one of the most important and amazing things we will do together in these early months. Communication will help me control my environment, express my needs, and relate to all those people who mean so much to me.

From 6 to 12 months I'll begin to move on my own and I'll first find out that that I can make things happen by using my body in many ways. I'll learn that people and things don't go away forever when they leave my sight and that many things in my world can be counted on to be there or to happen when I want or need them to.

Most exciting of all, I'll begin to use language. I'll use gestures and pointing for a long time after my first birthday, and I won't use words for several months to come, but right now I'm experimenting with sounds and rhythm and pitch and volume. I love to "talk" with you face to face when you're feeding or changing me. You can encourage our "conversation" by repeating my sounds back to me in a playful way. Teach me to take turns when I talk, just like big people do, by stopping and waiting for me to answer you back when you speak to me. Look into my eyes, tickle my tummy, and make a game of it and we'll "talk" back and forth for longer and longer stretches of time. Speak slowly and clearly and I'll not only surprise you with how much I understand but I'll also learn how words and phrases are supposed to sound in our spoken language. Later I'll amaze you with my mimicry of not only your words, but even your tone of voice and gestures.

Sing to me when you settle me down to sleep and tell me nursery rhymes and chants, or turn on a tape for me to listen to, and I'll learn the way speech flows from the familiar sound of rhythmic language. Your voice (my most favorite sound!) will calm me, too! And I'm not too little to enjoy "reading" books with you, if you choose sturdy, colorful, chewable books and hold me on your lap as we look through one or two. You don't have to read every word of the story or even show me every page- just point out and name the things in the pictures that catch my eye or yours. And let me go and do something else when I lose interest- we'll have lots of time to explore the wonderful world of books in the months to come. I'll be turning the pages myself before you know it!

Remember, you know me better than anyone and you know I'm not like any other baby in the world- I'm learning and growing in my own special way and in my own time. But if you have concerns about my ability to communicate by the time I reach my first birthday please talk to my pediatrician. Your care says to me, "I love you! I want the best for you!"

Children talking to parents about helping me learn to talk between 12 AND 18 MONTHS

By: Brice Melton Lenior Rhyne College Student

I have been cooing and babbling now for about 6 months. I am beginning or may have started to make repetitive sounds "ma ma and da da". Your reaction to my babbling and cooing is very important. Please respond to the noises I make because this is how I am talking to you. If you do not respond to me I learn that talking is not important. I am now ready for you, mom and dad, to help me learn words and how to talk to the people around me. The most important thing that you can do for me is provide a good model for me by talking to me often about lots of different things. I like to imitate you and the world around me. That is how I will learn to talk. Here are some ways you can help me learn to talk:

- Please talk to me in a normal tone of voice. I need to hear how you talk so that I can imitate you. If you talk to me using baby talk it will be difficult for me to learn the correct pronunciation and usage of words.
- Show me that words can get me what I want now as gestures have before. If I am pointing or reaching for a cookie, say "cookie" mom and I should try to repeat it before you give me the cookie. Let me come to you if I want a cookie. If you anticipate my every need or desire I won't ever need to talk.
- Talk about what you are doing so I can learn that your actions have names such as "Mommy wash dishes."
- Talk about what is happening to me using short phrases, not baby talk, so that I will understand when you are putting on my shoes that means "Jesse go bye-bye or Jesse go outside."
- It is important that you do not use baby talk with me and it is important that you talk to me in sentences that have one more word than I am using. If I say "Daddy bye-bye" you say "Daddy go bye-bye" or "Car go" you say "Car go fast".
- Praise me for my verbal and nonverbal talk. If I say cookie after you say cookie then clap for me and tell me how much you like for me to talk. If I show you what I want instead of crying for it tell me the word for it and the praise me for showing you. You should expect me to use language which includes pointing and talking.
- I love for you to read to me. This is so important to help my language grow and develop plus teach me a love of reading. Read me simple books with large, simple pictures. Sturdy board books are good because I like to open and close the book and I probably will tear some pages. Point to them pictures with me and name the objects. If it is a story book simplify the story such as The Three Bears the bears went bye-bye. Goldilocks ate their breakfast, she broke the chair, she went night-night, she ran away, the end.
- We should take turns talking. If you ask me " Katie want cookie?" you should pause and give me time to respond with a word or with a gesture such as pointing. Just like when we play games like peek a boo and you wait for me to smile or laugh before you hide your face again. I will learn to respond to your pause if you respond to mine.

Remember talking should be natural and fun for you and me. I will love to talk if you love to talk to me. You hold the most important key to my new world - LANGUAGE!

CHILDREN TALKING TO PARENTS ABOUT. . .

HELPING ME LEARN TO TALK BETWEEN 18-24 MONTHS

BY: TIFFANY E. HUNTER LENOIR-RHYNE COLLEGE GRADUATE STUDENT

etween 18-24 months of age my speech is beginning to emerge, but there are just a few things you should and shouldn't do as you try to help me learn to talk.

Things we should do and/or expect from each other...

- I need lots of positive reinforcement from you as I try to talk to you.
- At 18 months I have a vocabulary of about 20 words, which will grow to about 300 words at 24 months with your help.
- I will point, gesture, and try to name many more objects.
- Please talk to me about real things going on around me. That helps me put ideas into words.
- Encourage me to talk with other children my age.
- I will learn to talk at my own pace, so please be patient and don't pressure me.
- I like to imitate the rhythm and the beginning sounds of language.
- I will model and observe your speech closely so please use simple short sentences, so I may repeat some of those sounds to you.

- In order for me to learn to talk I will need you to repeat words many times at a rather slow pace.
- Speak to me in a normal tone using good pronunciation and grammar.

- Chant nursery rhymes to me while I'm swinging, eating and playing. This allows me to play and learn sounds all at once.
- Sing songs such as "Twinkle, Twinkle Little Star" to me daily allowing us to bond.
- Label objects in my room with one word naming it to me if I gesture for it.
- Give me lots of books to read that we both will enjoy reading over and over.
- Encourage me to talk in order for me to have 2-3 word phrases by the time I'm 24 months old.

Things you should not do and/or expect from me

- Don't drown me out, listen.
- Don't discourage me from talking by always correcting me or telling me to be quiet.
- Don't try to teach me too many words at once.
- Don't compare my speech to others my age.
- Don't pressure me to talk, just work with me patiently.
- Don't expect me to have 2-3 word phrases overnight, this talking business takes time.

I am as excited about learning to talk as you are but you have to help me. Be patient with me and keep talking to me. Before you know it I'll be talking all of the time.

CHILDREN TALKING TO PARENTS ABOUT...
HELPING MY LANGUAGE GROW WHEN I AM TWO

Well Mommy and Daddy, today is finally my birthday. I'm finally two and a big kid. Now, I can do so many new big kid things. I heard some of my friends talking at my party today, and they said that I would learn lots about language this year. Right now, I only know how to say about 300 words and I only understand about 2,500 words, but before my third birthday, hopefully, I will be able to talk with almost 1000 words and understand even more. They said I could do it. Will you help me? They told me some things that might help.

PLEASE:

Talk to me. You know I love to hear your voice and everything you say will help me learn to talk. We can talk about anything, it doesn't matter what it is. Now that I am a big kid, please use big kid talk. I don't need baby talk anymore. I already know how babies talk and now I want to learn how big people talk. Please give me lots of chances to talk. The more I practice, the better I'll be. I like to make choices and answer questions too. Sometimes, let me decide what to eat, drink, or wear.

Let's read together. I know, I know, we already do that but we need to read even more than before, at least fifteen minutes every day. I promise I'll try to sit and listen. We need to choose lots of different books, but please remember, I may want to hear them over and over again. I also love it when you make your voices sound like the characters in the books. Your voice can make the best "Big Bad Wolf" around.

You are always busy around the house. I've been watching you and that's fun, but I know it would be more fun if you would let me help. I can help you put dirt around the flowers, read easy recipes and help cook, help with the grocery list, and fold wash cloths. While we are working together, talk to me or sing songs with me about our jobs. We might play games about what color wash cloth I can find or maybe sing "This is the way we... (bake the bread, etc.)" We might also find a book to read about baking bread (The Little Red Hen). Anything you let me do will help my language grow if you'll talk to me about what we're doing. Please let me help. I promise not to make a big mess and I'll be careful.

I Promise!

CREATED BY: TOMMIE GRAYBEAL LENOIR-RHYNE STUDENT

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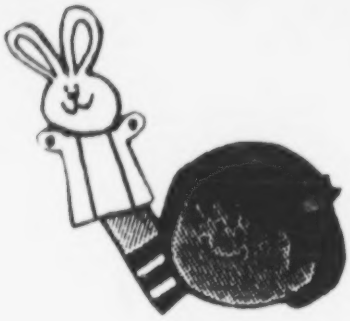

Play lots of word games with me. I love to play guessing games and naming games. We can play "I Spy" or maybe "Simon Says" You can tell how much I'm learning by playing games with me.

Give me lots of materials and opportunities for creative expression. I love to play with puppets, felt boards, crayons, markers, paper, playdough, dolls, and blocks. When I use these materials, I create my own inventions and works of art. You need to ask me about my work and encourage me to talk about what I have created. Let me tell you a story about my work or play dolls or blocks with me. If you sit and talk with me, I will learn how to interact with others and I will be more interested in my toys. YOU are my best toy! If you give me lots of opportunities to play and create, I will feel confident and happy especially if you create or play with me.

Reward me and praise me when I try to read, write, talk, or play. Please remember, I am just learning and I will make mistakes. Please don't get upset with me or correct me all of the time. If you do, I will get discouraged and will not try anymore. When I make mistakes, please, just give me lots of chances to try again and get it right. If you must correct me, please do it in a kind, gentle, loving way. Just like you, I want to feel successful and you can help me by rewarding my efforts.

MOST IMPORTANT OF ALL!

Give me lots of opportunities to observe and learn about the world. I will learn so much if you take me places with you. We can go on trips or visit friends or places. I would really like to go to the zoo, the park, the fire station, and the airport. My friends also told me that the library was a fun place to go and play. Each week, they have a storytime just for big kids like me. Can we go please? Every time I go to a new place, I increase my knowledge of language a whole lot. I learn so much better by actually seeing things and touching things than just by hearing about them or seeing them in a book.

Well Mommy and Daddy, that just about does it. Boy, we've got lots of work to do if I'm going to be really smart by the time I'm three. Let's get started.
What do you say?

C H I L D R E N T A L K I N G T O P A R E N T S A B O U T . . .

Helping My Language Grow When I'm Three

Dana Harris
Lenoir-Rhyne Graduate Student

Dear Mom and Dad,

I'm three! You have done so much already to build my language skills, but we have more work to do together. Here are more fun activities we can do to help my language grow even more...

Provide opportunities for me to talk to you and contribute to your conversations.

Read lots of books to me. Ask me questions like, "What do you think will happen next?" and "What did you like most about the story?"

I learn many things by going places with you. Take me to the grocery store, park, or the zoo. Talk to me about what we are going to see and do. After the trip, ask me what I liked about the trip and what I saw while we were there.

Let me help you make cookies in the kitchen. Talk to me about how the dough feels, what the cookies look like before we cook them, and how they look different after we have cooked them.

Sing songs with me and help me recite my favorite nursery rhymes.

When I ask a question, it is important you take time to answer me. I learn so much when you respond to me.

Provide paper, crayons, markers and pencils for me to practice my writing and drawing skills. Ask me to tell you about the picture I drew and write down what I say for me.

Provide some of your old clothes for me to play dress up with and come join in my play.

Provide puppets from my favorite books for me to play with.

Count the number of words I say in a sentence. If I am using 3 words to make a sentence, I need you to use 4 or 5 words in your responses to me.

Invite my friends over to my house to play with me.

Consider enrolling me in a half day or full day quality preschool program. Ask me about what I did at school today and talk to me about all of my creative artwork I brought home.

Thank you for all you do everyday to help me learn and grow.

Children Talking to Parents About...
Ways to Help My Language Grow
When I Am Five

Hey, Mom and Dad. It's me, your five year old. Can you believe I'm five already? It didn't take long for me to get here. But now that I'm here, the real fun begins (and you thought your job was getting easier---WRONG!). Believe it or not, I'm learning all the time, trying to understand the world around me. I need you to help me more than ever to make it make sense.

Here are some ways to help:

- Talk to me about everything around me. I am curious, and I have a lot of questions. I know that you're really, really smart, so you can help me find the answers. Explain to me what you do and describe objects, people, and events. I really want to know, and I'm a pretty good listener. When you ask me questions, don't let me answer with just "yes" or "no". Make me talk. I especially like "what if" questions.
- Let me talk to you, too. Since I'm learning new words and lots of facts, I'll want to tell you about them. I want you to know how smart I am, and you always said that I should share.
- When I do talk to you, listen. Carefully. Tell me in your own words what I have just said to you so I can make sure you understood me. Then add more about what I said so I'll know even more. I try to say things right, but sometimes I get mixed up and need your help. It's better if you listen to what I say, not how I say it.
- Role play with me. Let me be the daddy or the doctor or the teacher. My imagination is growing so we'll have lots of fun. It's okay if I have make-believe friends, too.
- Give me lots of chances to play. I'll need lots of things to observe, explore, and experiment with. If you'll let me, I can even help you get your chores done, like folding clothes, washing dishes (I'll be careful), or setting the table. Let's talk together as we do these things.
- Take me lots of places where I can find out more. I like to go places with you, especially if you talk to me about the trip when we get home again. I like the park, the museum, the library, the grocery store, the ball game. Just anywhere so we can spend time talking and being together.

- Read to me every day. Talk to me about the story. I'll remember more if you will let me retell the story with props and puppets or act it out. Or let's make up stories, songs, and rhymes of our own. I don't care if you act or sound silly as long as we're having fun together.
- Play lots of language games with me. I can learn lots of new skills through games. Following directions is easier and more fun if we play a game like Simon Says. Rhyming words and opposites are easy, too, if we take turns saying them. Playing these games helps me see how words are related and see how words and concepts go together. I also get better at grouping things or ideas together and describing things. Games make me concentrate really hard, too.

Monica Kesterson
Lenoir Rhyne Graduate Student

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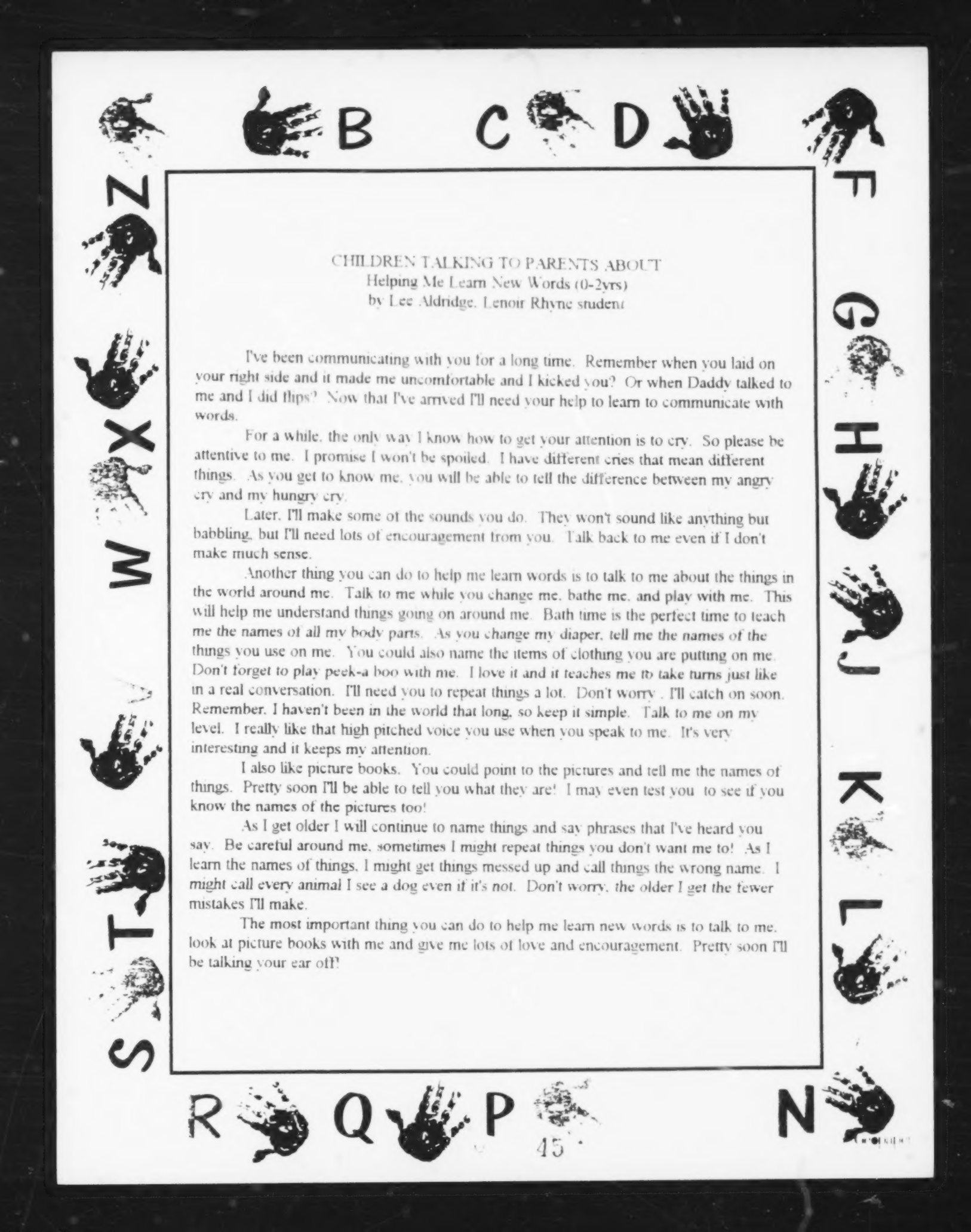


CHILDREN TALKING TO PARENTS ABOUT
Helping Me Learn New Words (0-2yrs)
by Lee Aldridge, Lenoir Rhyne student

I've been communicating with you for a long time. Remember when you laid on your right side and it made me uncomfortable and I kicked you? Or when Daddy talked to me and I did flips? Now that I've arrived I'll need your help to learn to communicate with words.

For a while, the only way I know how to get your attention is to cry. So please be attentive to me. I promise I won't be spoiled. I have different cries that mean different things. As you get to know me, you will be able to tell the difference between my angry cry and my hungry cry.

Later, I'll make some of the sounds you do. They won't sound like anything but babbling, but I'll need lots of encouragement from you. Talk back to me even if I don't make much sense.

Another thing you can do to help me learn words is to talk to me about the things in the world around me. Talk to me while you change me, bathe me, and play with me. This will help me understand things going on around me. Bath time is the perfect time to teach me the names of all my body parts. As you change my diaper, tell me the names of the things you use on me. You could also name the items of clothing you are putting on me. Don't forget to play peek-a boo with me. I love it and it teaches me to take turns just like in a real conversation. I'll need you to repeat things a lot. Don't worry . I'll catch on soon. Remember, I haven't been in the world that long, so keep it simple. Talk to me on my level. I really like that high pitched voice you use when you speak to me. It's very interesting and it keeps my attention.

I also like picture books. You could point to the pictures and tell me the names of things. Pretty soon I'll be able to tell you what they are! I may even test you to see if you know the names of the pictures too!

As I get older I will continue to name things and say phrases that I've heard you say. Be careful around me, sometimes I might repeat things you don't want me to! As I learn the names of things, I might get things messed up and call things the wrong name. I might call every animal I see a dog even if it's not. Don't worry, the older I get the fewer mistakes I'll make.

The most important thing you can do to help me learn new words is to talk to me, look at picture books with me and give me lots of love and encouragement. Pretty soon I'll be talking your ear off!

Children Talking to Parents About...
Helping My Vocabulary Grow
3 - 5 Years

By Wendy Clack
Lenoir-Rhyne College Student

Now that I am three to five years old, I'm sure you have noticed that I am learning more and more new words every day. Did you know that my vocabulary consists of 900-2200 words and I use 12,000 to 18,000 words every day? I am like a little sponge soaking up everything around me. There are lots of ways you can help me learn new words and help my vocabulary grow. Just take my lead.

I ask lots of questions - "What's that," "How," and "Why." I probably even get on your nerves sometimes! Even so, just a simple answer can usually satisfy me. Your answers have some new words for me to learn.

You can take the lead, too. Start with familiar things around me. Help me learn the names of them. After that, you may want to introduce some things that are new to me and help me learn what they are. Don't overwhelm me, take it at my pace. I'll let you know if I'm interested or not.

Be sure and take advantage of every opportunity. Point out new things as we drive, walk, or play. Talk to me. Ask me questions, and let me ask some, too.

Help me learn new descriptive words, too. I want to know colors, shapes, sizes, textures, and more! Once I know a lot of these types of words, you can help me learn even more words by interchanging them. If I say, "That is a big building," you may say, "Yes, it is big. It is very large (or tall)," to introduce a new word.

Reading books is another way to help my vocabulary grow. Choose books that are suited to my age or ability. Lots of books list the vocabulary that is used in the book. Look for words I know, with a few that I don't but you think will interest me. This way, my self esteem is growing with the things I do know, and I'm learning new words, too.

New or different toys will help to increase my word knowledge also. Talk to me about them. Tell me what they are and what they do. Use new and different descriptive words that I can learn.

Most importantly, remember that we learn from the time we are born to the time we die. You, Mom and Dad, are the first and most important teachers I have. You can help my vocabulary grow so that I can tell you and others what I want, need and feel. I will use that all through my life.

TODDLERS TALKING TO PARENTS ABOUT. . .

HELPING ME LEARN ABOUT WRITING

Look how much I have learned since I was born. I've learned to sit up, stand, walk and take hold of things. I love to pick up and explore things that are left within my reach. Some of my favorite things to pick up are books, pens and pencils, crayons, and markers. Most of the time I have to wait until you give them to me, and usually that is when you want me to be quiet.

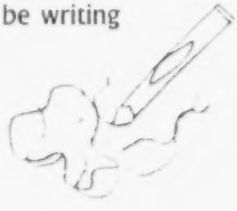
You say you are afraid that I will mark in books or on the walls if you give me crayons or other things that makes marks. (I remember the time that you took the crayons away from me when I tried to eat them, but I was only trying to figure out what to do with them).

Sometimes I think that it makes you mad when I tear the paper pages out of books when I don't mean to, but there are other kinds of books that you can get for me that are made out of cloth, vinyl, or even cardboard. I've noticed that all books have marks that I think are called writing in them that must be important to lots of people. I want them to be important to me too.

When I chew on books, or tear pages, I am sometimes copying what I see others around me are doing. (You know that I watch everything that you and other grown-ups do). I watch you when you are talking on the phone and you write something on a piece of paper. I watched that man in the grocery store, (who was wearing the white apron), write something on a poster with a black marker and hang it by the bananas. I also noticed when grandpa wrote in his little book when we went to the store, and do you know what he did? He tore the page he wrote on out of his book and handed it to the lady at the cash register! (You always tell me never to write on the pages of my books and tear them out).

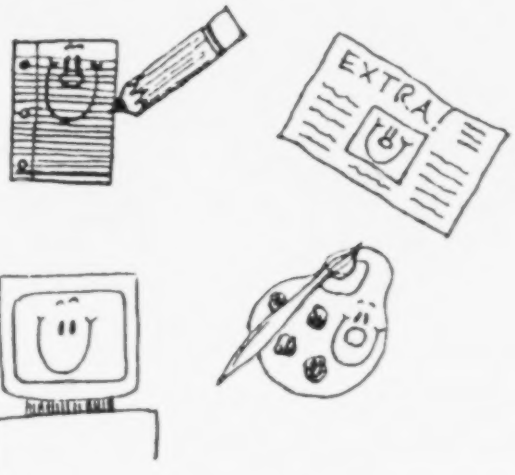
I want so much to learn how to be big like you and all of the other grown-ups around me. I need to have big people things like paper, pencils, crayons and books so I can start praticing to be a grown-up like you. I need to be able to learn what I can do with a pencil or crayon. It won't be perfect at first, but if I am able to pratice, then I will get better. Teach me where I can write, and please be patient with me because sometimes I forget. Show me what those marks or words mean in books that you read to me. When we are in the grocery store, read the labels on the cans to me so I will understand that the writing means something. When you see my scribbles, realize that they are an important part of my learning to write. They mean that I am on my way to writing words. Watch my scribbles as they change over the next several months. If I have lots of time to pratice, then I will start to scribble from left to right, and my scribbles will soon look like letters, and someday, I will be writing words...just like you.

Prepared by: Cindy Yount,



Children Talking to Parents About...
Helping Me to Learn About Writing: Preschoolers

By Michelle Ewing
Lenoir-Rhyne College Student



I learn from watching you when you are writing. I love to be all grown up and do things that adults do.

My attitude towards writing is formed during these years.

I am able to tell you what I have written and drawn , if you ask me.

My writing may not look like yours, but I'm not scribbling any more. And its beginning to look more like the way you write.

I need to see you and others when they write. I love to watch you write a letter, card, or check, grocery list. I like to do those things too. I may want to write Grandma a letter, write party invitations, make a grocery list when you are going to the store.

I need you to listen when I am talking about my writing so you will understand what I have written for you to read.

Sometimes you may ask me if you can write it the "book way" on my paper, small and at the bottom. I might like you to do that sometimes, but not on everything.

I enjoy being read to and have an interest in books. I can also draw pictures and write my own stories.

I like to pretend to be different people. When I'm a doctor I will write prescriptions. When I'm a police officer I may give you a ticket. When I'm a cook I will take your order for food.

I may want to use paper, blank notebooks, crayons, markers, pens, pencils, envelopes, paper clips, and stickers. I like to have my own things to write with so I can write anytime.

I know that writing has meaning. I like to write to tell you something not to copy and trace in a book or a worksheet.

Children Talking To Parents About... Writing For Kindergarteners

by
Donna Shipman
Lenoir Rhyne Graduate Student

Dear Dad and Mom,

I am in kindergarten now and I am so excited. There are so many things in our classroom, I can't wait to use all of them. Can we get some of these things to use at home, too? Here's a list that will make writing fun and interesting at home: different size crayons, pencils, and markers(regular size is usually best), watercolors, rubber stamps, scissors, tape(lots of different kinds), stencils, paper without lines and paper with lines(for later on).

When I have finished writing or drawing something please ask me to tell you about my "work". I know what I have written, but you may not be sure. My scribbling and doodling are the first steps to handwriting skills and they are very important. Let me practice all over the page, don't make me do rows and rows of something- it's boring and no fun. Different size paper makes practicing more interesting.

When you are writing something talk to me about what you are doing and why. This helps me know that writing is an important part of everyday life. When you are writing something for me to see or copy use large, clear, correctly formed letters with capitals and lower case in the right places. Either describe how to make the letter or spell the word as you write it. You can ask my teacher for a copy of correct letter formation. Please do not teach me to write with all capital letters. This confuses me because we don't do that at school.

Pointing to letters or words occasionally or moving your finger from left to right under the print will help me learn which side of the paper to start on.

I sure would like to work with all those neat papers and stuff I see you using - envelopes, cards, stationery, notebooks, notepads, checks and clipboards. Will you share? Then I can practice writing my name, the family's names and my pet's name. I can help write the grocery list by putting a letter on a paper for what we need - A or a for apple, etc. I might even try writing a letter to Grandpa and Grandma.

I would really like to do these things with you, sometimes. This time together lets me know that you are interested in what I can do and that you care about me. A little praise goes a long way. We are going to have fun!

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Children Talking to Parents about Answering my Questions (since I ask so many)!

??????????????????????????????????????

I'm growing up. That's why I ask so many questions. Last year, I didn't even know how to ask about things. Now I'm sure I want to know more, but I still don't always know the best way to ask. Maybe you say something to me and I say it right back to you. I say it with a funny look on my face and a question kind of voice. That's what I do when I don't know how to ask but I want to know more about what you said. I want you to keep on talking with me because you know a lot and because you are the most interesting person in my life.

I'll probably go through a stage of asking "what's that"? about everything. I'm building names for my world, but sometimes I really do know, so you can play with me and ask me before I ask you. You'll see what I do know, and you won't get so darn frustrated! The thing is, the more questions I ask and the more you answer, the better reader and thinker I'll be.

Sometimes you look like you're really tired of me. I just asked you "why don't dogs have hands?" or "why does your belly button go in and mine go out?" , and you are on the telephone with someone more important than me. My questions are there because I need you, and I need your way of seeing the world. Sometimes "why" means "tell me more about it" , "talk to me about your thoughts" , or "keep paying attention to me". Sometimes I ask "why" but you really can't answer because "why" isn't the right question, but I'm not sure what is. Try not to say you don't know what I mean or "what a silly question!" Try to think about what I might mean; If I ask "Why train?", I might mean what is the train, or why does it make noise, or where is it going, is it dangerous, what's on it, or lots of other things. If you can stop for a minute and talk to me about trains, whatever you do know, it will help me start asking what I really want to know. It will help me connect in my mind all sorts of stuff about trains. Someday I'll know something no one else does, just because you shared it with me.

As I get older I'll ask the kinds of questions that you might not know how to answer. When I ask things like, "Where was I before I was here?", "Why do bad things happen when we all try to be good?", and "Where did Granny go after she went to sleep at the hospital?", I can see that you get upset. Seems like some of those questions are ones you ask too, but never have an easy answer for. That's O.K. We're in this together, and I already know that life is more than a little complicated. Sometimes I really only need a simple answer. But if you don't know something, tell me, and we can think about things together, look for answers in books or ask other people who have thought about the same question. We could go exploring or do an experiment! We can have fun answering my questions and yours, together!

By: Wendy B. Wieber
Graduate Student, Lenoir Rhyne College

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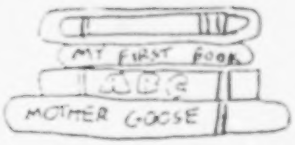
Children Talking to Parents About... Reading to Me!



by Monique Davis,
Lenoir-Rhyne College Graduate Student

Mom and dad, did you know that my learning to read and to love books starts from the time I am born? You can start right now, no matter how old (or young) I am to help me do better in school later on! Please try to read to me every day.

If I'm just a baby, between birth and one year, I might like to look at pictures in books, but not for very long at one time. I will probably like to chew on them more, but that's ok! Just give me books made of vinyl, cardboard, or cloth. It's never too early to expose me to books!

When I'm one year old, I might discover how to turn pages! Cardboard books are still the best for me at this age, because I like to tear paper. Sometimes you can sit with me in a soft, cozy place and read with me. Books that have simple pictures are good, because I like to point to and name the pictures--I think I'm reading, and that's great!

Once I'm two, I probably will start to have some favorite books, and I may even bring them to you to read. Those with just a few words per page will keep my attention best. Find times when we are both relaxed and interested in reading--maybe that's at bedtime, or after a nap. I really like books that are about familiar things. Point to the pictures as you talk about them, and use funny voices to make it more fun!

If I'm three, don't be surprised if I want to hear my favorite books over and over. You may be tired of the same book, but this is helping me learn. I now know to start books from the beginning, and can follow a simple story line. Nursery rhymes are fun for me now, too. I will probably ask lots of questions while we read.

When I turn four or five, I may have some of my favorite stories memorized. Maybe I'll even recognize some simple words. Even though it is still important for you to read with me, I'll probably read to myself sometimes as well. Some things you can do as we read together are to let me tell you the story or leave out words of a familiar book for me to fill in. Or maybe I'll even tell you a homemade story that you can write down and read back to me!

Reading should be a fun time for us, not a chore. Let's go find a good book now!

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❖Children Talking to Parents About...❖

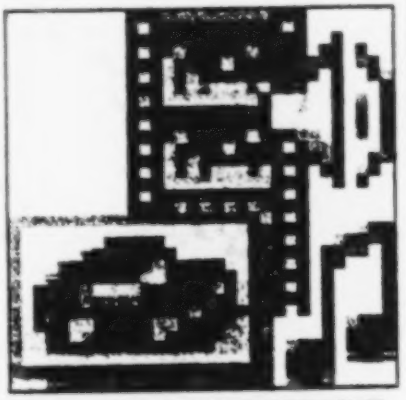
Watching Television

I like watching T.V. Many times I watch a lot of it, too. Sometimes it's not good for me to watch all the T.V. that I want. There are some shows that I don't understand. I get scared,too. You can help me by just doing a few things.

I spend more time watching T.V. than any other activity. I don't play, read, draw, or help out around the house while I'm watching. Not all T.V. is bad. The best way to help me is to gradually limit my time in front of the "tube." It is hard to stop doing something all at one time, so don't just take away all my T.V. time. Slowly, cut down on the time I sit there. Give me other things to do. Play with me, read with me, or let's do something around the house together, maybe washing the dishes.

Once I'm watching less T.V., let's look at what I am watching. T.V. isn't all bad. A lot of times, the problem comes in with the type of program I am watching. Are you letting me watch violent shows and movies? Or are the shows educational?

Some programs can even help me with learning. There might be good songs to sing, or lots of words shown so that I can repeat them, learn how to pronounce them, and learn what they look like. This can help to improve my reading skills. I don't always sit still when I watch some shows. I may clap, stretch, and dance with the characters on the show. Moving around gives me exercise. I need that when I'm growing.



One in four Americans say they are so attached to television that they wouldn't surrender their T.V. set for $ 1 million.
—TV Guide poll, June 1992

Violent T.V. shows aren't very good for a young child like me. It's not good for me to see all the fighting and killing that is on many programs. It tends to make me think that it might be okay to do those types of things. Sometimes it even scares me.

T.V. sells many things that I might want. I naturally want the toys that are advertised. These toys often have only one way to play with them. This does not allow me to use my imagination when I play. I don't understand that the purpose of that commercial is to get me to buy things. Many commercials are geared to us kids so that we will beg Mom and Dad to get what we've seen, regardless of whether we need it or not.

Help me by watching the programs with me. Let's plan together what to watch. During and after the show, let's talk about it. You can help me to understand the program better. You can also ask me questions to see my point of view. Limit the amount of time I spend in front of the T.V. Don't let me watch whenever I want. I need to ask you when I can watch and tell you what I am going to watch. Encourage me to play outside or read a book instead of watching T.V.

The most important learning for me doesn't come from the T.V. It comes from the time I spend with Mom and Dad and my teachers. And remember, parents are our most important teachers we have.

—Jo Valcourt, a Lenoir-Rhyne graduate student

"Television sparks curiosity and opens up distant worlds to children. Through its magic, youngsters can travel to the moon or the bottom of the sea. They can visit medieval castles, take river trips, or explore imaginary lands...With selective viewing, television can richly contribute to school readiness."-Dr. Ernest Boyer

Children Talking To Parents About...
Their Language Development While Playing With Toys At Home

Prepared By: Joy Setzer
Lenoir Rhyne College Graduate Student

The development of language is an essential part of our lives from birth to 35 month olds. Please let us show you which toys really stimulate our language development. Let us also show you why and how the toys are stimulating. Please find toys that really appeal to us. Perhaps you should let us tell you what kind of toys we like. Please do not fail to pay close attention to our development of language. Please do not get so busy doing other things that are important to you instead of interacting with us while we play. Of course, please do not forget that you are the most important toy that stimulates my language growth!

As a newborn up to 3 months of age, I like toys ...

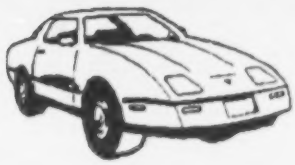
* That squeak. I imitate those sounds.
* That are music mobiles. I can hum.
* That are stuffed animals. I learn their names.
* That swing with key rings attached.
* Like tapes with nursery rhymes. I can hum.
* Like rattles that make noise and have bright colors.
* Like musical hanging crib toys.
* That allow me to play "Peek-a-boo".
* Like hand puppets. I can babble.
* Like you. You are a toy to me! Sing, talk baby talk, and tell me nursery rhymes.

As a 3-6 month old, I like toys...

* Like mirrors. I can "talk" to myself.
* That are soft and squeaky. I can imitate the sounds.
* Like shiny rattles. They make me coo.
* Such as vinyl books with black and white patterns.
* That I can bang together. I learn the sounds I hear.
* And games that involve "pat-a-cake" and "peek-a-boo".
* That make noise. I make noise too!
* Like tapes with nursery rhymes and music.

As a 6-9 month old, I like toys...

* Such as pots and pans.
* Like telephones (real ones too!). I can babble.
* Like music tapes to hum along.
* Such as mirrors. They make me laugh at myself!
* Such as my feet! I can learn my "toe" games such as "This little piggy".
* Like you. I can imitate your talk.
* And teasing games.
* That make their real noises.



As a 9-12 month old, I like toys...

* And games like hide and seek.
* That are bathtub toys. I like to talk and sing in the tub!
* Like stuffed animals that make noises.
* Such as talking dolls.
* Such as talking puppets.
* That I can name (easy names please).
* Like books in which I can point to pictures.
* Like you! Talk to me about what you are doing.

As a 12-15 month old, I like toys...

* Such as noisy push and pull toys. I like to talk while I play.
* Such as picture books.
* Like balls that have other balls inside.

As a 15-18 month old, I like toys...

* Such as stackable toys. I can learn to count and arrange by sizes.
* Such as noisy toy cars.
* That allow me to get "into" things, so please let me play "peek-a-boo" in safe cabinets!

As an 18-24 month old, I like toys...

* Like sock toys for puppet shows.
* Like empty boxes to hide in.
* Like hats and shoes.
* And games like following the leader.
* Or games like repeating words I hear.

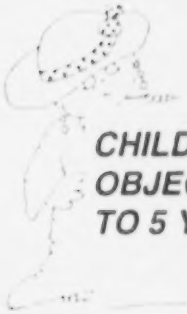
As a two year old, I am learning to gain my independence! Watch out world... Here I come! I like toys...

* Like beginner puzzles.
* Likepretend lawn mowers, brooms, and cooking sets. I can act as a mommy or daddy.
* Or games like Hokey Pokey so I can learn different parts of my body.
* That teach me my shapes especially in puzzles and tracing patterns.
* That allow me to practice my counting skills. I like to count the blocks in my tower.
* Name colors by playing guessing games
* Like books. I love to read my books and sit in your lap.
* Like music tapes. I love to sing along to my tapes!

Dear Mom and Dad,

All I want is for you to be the coolest parents I could ever have! Play with me as much as you can because I can learn a lot of neat stuff from you. Talk to me as much as you can. Be sure to talk simple talk with me too because that's how I know how to talk right now. I l love you very much and I want you to love me too. My language only grows because of you.

Love,
Your baby



CHILDREN TALKING TO PARENTS ABOUT ACTIVITIES AND OBJECTS AT HOME THAT SUPPORT LANGUAGE FOR THREE TO 5 YR. OLDS

Linda Lowery a graduate student at Lenoir Rhyne

I am three now, so my language is getting pretty good. I am finally out of the toddler stage and people consider me a Preschooler. I use lots of words even though I may not be able to say them all perfect. I don't know all the "rules" for talking yet and so some of my sentences may sound funny. I will learn them if you are patient and repeat them back to me the right way. There are some sounds I just can't make and that's okay. Mommy knows I will learn them when I get older but she helps me to practice them by playing games which use these sounds. I love singing songs, like old McDonald. Dad is great about changing words and making it Old McDonald had a zoo and then pretending to be animals and saying "ss" for a snake, or " gobble" for turkey. Just hearing you repeat words back to me correctly such as "red" for "wed" and using them in sentences help me lots. Everything you do teaches me new words I can use. Here are some things I like to do.

Bath time

I am learning lots of ***concepts*** at this age. Bath time is great. When you talk about things that are ***opposites*** clean/dirty, wet/dry, hot/cold, or sink and float I can see and feel what those words mean. I get lots of baths so we can repeat them each time I take a bath. We can play a game and try to find things, that it's okay to get wet, and see if they float or sink.

Dressing

Getting dressed is another great time to talk. It is a good chance for me to ***make choices*** and talk about what I need to wear for the weather. I also learn what to wear for special occasions and to play. I may make mistakes but that is how I learn. I have favorite things I like to wear and it's fun talking about them. When you tell me things like "You need sunglasses to protect your eyes", I learn about the ***purpose*** for things.

TV

Some people think TV is bad, but I love it and my mommy is really good at ***choosing*** programs for me to watch like Mr. Rogers, and Sesame Street. We talk about the program and she helps me learn what is ***real from pretend***. We talk about ***feelings***, how we feel after watching a program, and what the different characters were feeling. Sometimes the program tells me about ***people who are different*** from me, and then we can talk about that too.

Photo albums

I love to look at pictures. Boy do I learn a lot from them. When I go some place different we take pictures and then I can use them at home to remember what happened. I can use them to ***make up stories***. Mommy can help me add words to ***describe the order*** things happened, using words such as "first," "last", or "before" and "after". We always collect phamplets when we go places and I can use them if we don't have a camera

Cooking

Mommy lets me help her cook sometimes. We talk about all the ingredients, actions and tools she uses. I learn lots of ***new words***, smell different things and am a big help. I am really good at making jello or pudding. I can even serve it to the rest of my family.

Mommy doesn't always have time to talk to me and so sometimes she gives me things to do by myself. Here are some of my favorites:

- Books on tapes I can listen to while I look at the book.
- Computer games and stories I can play if my someone helps me get started.
- Inviting a neighbor over to play with play dough, trucks, dolls or legos. We are learning to ***share*** and ***talk together***. Sometimes we have arguments but we are learning ***to solve our own problems.***
- Chores to do that are fun because Mommy taught them to me as if they were a game. I ***feel really important*** when I help wipe the table, or put the toys in the toy box.

My sentences are getting longer and clearer all the time. My parents help me by giving me lots of love and patience. They try to make me feel important and good about myself and the way I talk. I even use some of the same phrases they do because they say them so often!

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Learning About Literacy

Choosing Books for Children 0 - 6 Months
by Jennie Dulin
Choosing Books for 6- 12 Month Olds
by Tommie Graybeal
Family Reading Time with Your 12 - 18 Month Old: Read Early and Often!
by Sandra Haueter
Reading with Your Toddler: 18 - 24 Months
by Helena Vanhorn
Reading to Your Two Year Old
by Kristen Little
Choosing Books for Three-Year-Old Children
by Dana Harris
Choosing Books for Four -Year -Olds
by Wendy Clack
Choosing Books for Your Five-Year-Old
by Monica Kesterson
Choosing Predictable Books
by Lee Aldridge
Choosing First Reading Books
by Monique Davis
Choosing Computer Programs for Toddlers
by Tiffany Hunter
Computer Programs for Three-Year-Olds
by Linda Lowery
Computer Programs for Four-Year-Olds
by Andra Ingle
Computer Programs for Your Five-Year-Old
by Brice Melton
Computer Programs for Special Needs Children Ages 0 - 5
by Joy Setzer
Bouncing Beds and Sleepy-Heads: Books for Bedtime
by Wendy Wieber
How To Choose Appropriate Books to Help Children in Dealing with Death
by Stacey Johnson
Monster Books for Threes, Fours, and Fives
by Donna Shipman
Children's Books on Friends and Family Members with Disabilities
by Kelly Ball
Books About Using the Potty
by Michelle Ewing
Choosing Books About New Siblings
by Cindy Yount
Children's Books About Friendship
by Mandy Tucker
Children's Books About Moving
by Rebecca Hilts
Children's Books About Going to the Doctor or Hospital
by Holly Viegut
Books About Starting School
by Jo Valcourt

CHOOSING BOOKS FOR CHILDREN
0 - 6 MONTHS

Babies are born ready to learn. From the moment you hold your new baby—your face, your voice, your eyes become the most important things in the world to him.

While you are getting to know each other you will spend alot of time together. What better time to expose your baby to all sorts of books and their sounds. Many of the books you choose will be for you—the wonderful storyteller. Holding, bathing, and dressing your baby give you perfect times to introduce him to great rhymes, fingerplays, songs, and stories from books.

Set aside routine times to read with your new baby. Rhymthic, picture books are good (GOODNIGHT MOON)—because at first the attraction is not so much the book but the rhythm of your voice. But soon he will begin to notice the turning of the pages, the pictures and colors of the book. These predictable reading times will become some of his most favorite times with you.

Make sure your baby sees you reading—the newspaper, books and magazines. Early on you are teaching him the joy of reading just by doing it yourself.

When your baby starts teething he may want to put books in his mouth—but that's okay. Provide lots of board books and bath tub books (these are the plastic ones with simple text and bright pictures). How wonderful if a book becomes his favorite toy!

There are board books in the library, but if your baby is still putting everything in his mouth you'll probably want your baby to have his own. When he's a little older you 'll be able to take advantage of the selection at the library.

Good Board Books:

White on Black, Tana Hoban
Black on Black, Tana Hoban
Everyday Pets, Cynthia Rylant
Everyday Town, Cynthia Rylant
ABC's, Brian Wildsmith
What is That?, Tana Hoban
Who are They?, Tana Hoban
Goodnight, Good Morning, Oxenbury
Shopping Trip, Helen Oxenbury
Baby's Colors, Naomi McMillan
Babies, Gyo Fujikawa

(See other side for more!)

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NURSERY RHYMES, SONGS AND FINGER PLAYS

MY VERY FIRST MOTHER GOOSE, Iona Opie
TOMIE de PAOLA'S MOTHER GOOSE, Tomie de Paola
FATHER GANDER, NURSERY RHYMES, Douglas W. Larche
RICHARD SCARRY'S BEST MOTHER GOOSE EVER, Richard Scarry
POEMS TO READ TO THE VERY YOUNG, selected by Josette Frank
MUSIC FOR ONE'S AND TWO'S, Tom Glazer
EYE WINKER,TOM TINKER, CHIN CHOPPER; 50 MUSICAL FINGERPLAYS, Tom Glazer
HAND RHYMES, Marc Brown
TROT TO TROT TO BOSTON, PLAY RHYMES, Carol F. Ra

GOOD RHYMTHIC, SOOTHING BOOKS TO READ!

THE BABY'S STORY BOOK, Kay Chorao
GOODNIGHT MOON, Margaret Wise Brown
A CHILD'S GOODNIGHT BOOK, Margaret Wise Brown
BABY ANIMALS, Margaret Wise Brown
WINTER NOISY BOOK, Margaret Wise Brown
TEN, NINE, EIGHT, Molly Bang
I SEE, Rachel Isadora
A CHILDREN'S ZOO, Tana Hoban

Written by:
Jennie N. Dulin
Lenoir Rhyne College Student
1997

Choosing Books for 6 to 12 Month Olds

by: Tommie Graybeal Lenoir Rhyne Student

Why Read?

Reading...

-helps babies establish and maintain close relationships with others
-helps babies learn about the world, people, and how they live
-helps babies develop language skills

What Can I Expect?

Infants 6 - 12 months...

-love to mouth books
-have a short attention span
-may use books as a throw toy
-may want to 'read' the same book over and over again
-will (when able) turn the pages faster than you can read

How do I choose books for my 6 - 12 month old?

Look for...

-sturdy board books, cloth books, or plastic books (easy to clean and withstand lots of handling)
-books with large, colorful, bright pictures
-books with only a few words
-simple stories about baby's routines (eating, bathing, bedtime)
-rhythmic stories, poems, nursery rhymes, and hand and finger plays
-books you enjoy reading (if you like the book, the child will too)

How do I read to my 6 - 12 month old baby?

-read in a comfortable spot at routine times during the day
-don't read from beginning to end -- look where baby is looking and 'talk about' that
-use simple, short statements with a soft voice
-point to pictures and name them for baby (encourage baby to point at and name pictures)
-look at baby while reading
-read with lots of expression
-encourage baby to turn the pages (if you hold all but one, baby can do it)

A suggested book list is available on the back of this pamphlet.

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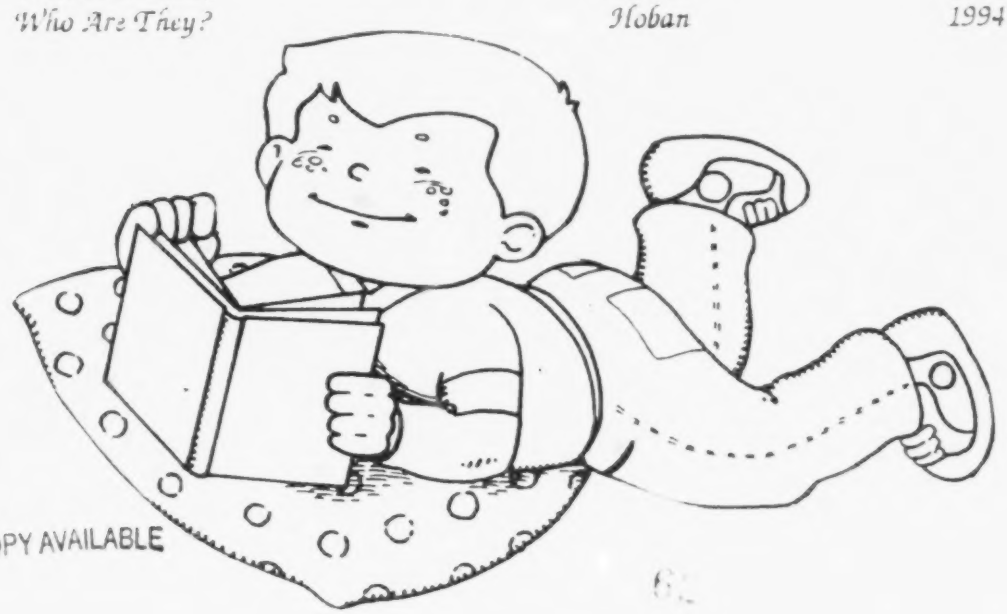
The following books are available for check out at Elbert Ivey Library Hickory, NC

Baby's Bedtime	*Grimes*	*1995*
Bear	*Wijngaard*	*1990*
Big Friend, Little Friend	*Greenfield*	*1991*
Black On White	*Hoban*	*1993*
Family Time	*Miller*	*1996*
Good Night, Good Morning	*Oxenbury*	*1982*
Hey Diddle Diddle	*Hawkins*	*1992*
In My Yard	*Paterson*	*1992*
Jesse Bear's Tum-Tum Tickle	*Carlstrom*	*N/A*
Jesse Bear's Wiggle Jiggle Jump-Up	*Carlstrom*	*1994*
Let's Eat	*Shirotani*	*1992*
Let's Play	*Shirotani*	*1992*
Let's Pretend	*Moore*	*1994*
Max's First Word	*Wells*	*1979*
Moo, Baa, La La La	*Boynton*	*1995*
Mother's Helper	*Oxenbury*	*1982*
My Best Friends	*Miller*	*1996*
My Noisy Book	*Slier*	*N/A*
Oink! and Other Sounds	*Dubov*	*1991*
What Is That?	*Hoban*	*1994*
White On Black	*Hoban*	*1993*
Who Are They?	*Hoban*	*1994*



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Family Reading Time with your 12 -18 month old: Read Early and Often!

Sandra Haueter, Lenoir-Rhyne College

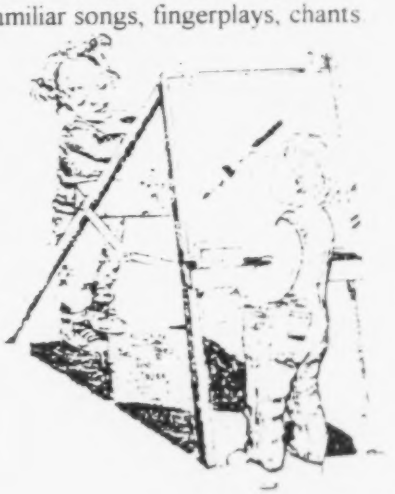
Reading to your child from the time she is a baby is one of the most important things you can do to help your child learn language. Your little one needs early encouragement in her language development if she is to be a successful reader later on. And reading, of course, is a skill she'll need all her life long, in everything she does.

Reading aloud to a 12-18 month old who can't even talk yet and who never stops moving long enough to sit still for anything sounds harder than it really is. Your baby feels secure and loved when you cuddle her on your lap, and she'll listen to the rhythm and tone of your voice as you read, long before she understands the actual words of the story. Books are such interesting things to look at and turn pages in and yes, to even taste and chew on!

Following a few simple suggestions makes family reading time with your 12-18 month old an enjoyable and valuable experience for you both. You'll soon find yourself looking forward to this special time with your baby, and she'll learn that reading is something families do together for fun. First, choose sturdy, washable baby-sized books that will stand up to rough handling and an occasional tasting. Thick cardboard pages are easy for babies to turn and these books will stand up by themselves in a crib or on a high chair tray for independent browsing. Many classic picture books are now available in this small and sturdy format for babies and toddlers.

Choose books that have simple, bright, colorful pictures without a lot of confusing details on each page. Make sure the pictures are of familiar things that your baby will find interesting- other babies, household items, food, animals, friendly adult and child faces. Choose books with short and simple stories and very predictable events and endings. The fewer words on a page, the better. Many books for 12-18 month olds are labeling books, where each page has a picture and its name below. Babies learn to point to the pictures as simple questions are asked, and later will be able to name each picture.

Other good choices for this age group are books with repetitious stories or phrases. Children learn these stories quickly and enjoy the rhythmic language. Soon your child will be saying key words from the repeating lines in these books, right along with you! Rhyming stories are also good choices, as are books of familiar songs, fingerplays, chants



Here are some good books to read with 12-18 month olds, and all are available for check-out at Elbert Ivey Library:

The Spot series by Eric Hill- Spot Goes to the Farm, Spot Goes to School, Where's Spot?

The Max series by Rosemary Wells- Max's Ride, Max's Bath, Max's New Suit, Max's First Word, Max's Bedtime, Max's Toys:A Counting Book

The Clifford series by Norman Bridwell- Clifford's Kitten, Clifford's Family, Clifford, the Small Red Puppy

Neil Ricklen's bilingual board books- My Family/Mi Familia, My Clothes/Mi Ropa, My Colors/Mis Colores, My Numbers/Mis Numeros

Tana Hoban's photo/board books- Who Are They? What is That? White on Black, Black on White, Colors Everywhere

The Pippo series by Helen Oxenbury- Tom and Pippo on the Beach, Tom and Pippo and the Washing Machine, Tom and Pippo Go For a Walk, Pippo Gets Lost

Helen Oxenbury's wordless books- Good Night, Good Morning Beach Day, Shopping Trip, It's My Birthday

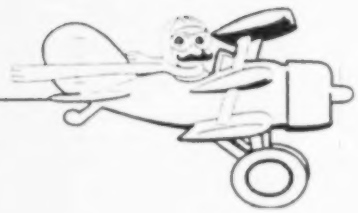
Rachel Isadora's board books- Friends, Babies, I Hear

The Ned series by Pam Zinneman Hope- Find Your Coat, Ned Let's Go Shopping, Ned, Time For Bed, Ned

Lois Ehlert's big, colorful, textured books- Nuts to You, Eating the Alphabet, Red Leaf, Yellow Leaf, Snowballs

Debbie MacKinnon's big book of baby/toddler photos- My First ABC

Reading With Your Toddler: 18-24 Months



Lenoir-Rhyne College
Helena Vanhorn

Why Read to Toddlers?

It's never too early to begin reading to and with children. Studies show that children who are read to often, beginning at an early age, will read earlier, better, and more than children who do not get that early exposure. Furthermore, toddlers who are read to become children and then adults who read.

Keeping this in mind, reading books with your toddler will have the following benefits for your child:

- Increased vocabulary by naming and talking about familiar objects.
- Closer ties between parent and child, reinforcing the idea of the parent as the first and most important teacher.
- Finding entertainment other than television and videos.
- Developing a love for books that will last a lifetime.

What to Expect from Toddlers While Reading

At this age, children still use all of their senses to learn about the world in which they live. They still have short attention spans and are still perfecting fine motor skills (precision movements with fingers and hands). Although toddlers are mobile and can understand simple commands and sentences, it is important to remember that chronologically they really are just babies. In any contact with a child, parents should be aware that every child will develop skills and interests at a different pace. When reading to your toddler, remember that his/her interactions with books, on any level, are important and should be encouraged.

While reading a book, your toddler:

- Will want to talk about what he/she sees, rather than listen to the story.
- Will tear paper pages.
- Will make noises and want you to join in.
- Will interrupt and ask questions.
- Will point to and name familiar objects.
- Will not sit for a lengthy story, explanation, or discussion.
- May want to read the same books again and again and again.
- May want to put books in his/her mouth.
- May turn through the pages very quickly or very slowly.
- May study only one page in a certain book every time you read together.
- May turn pages backwards or want to look at books upside down.

REMEMBER: This is normal. Encourage this explorative behavior - it means your child is beginning to develop a love for books.

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How to Choose Books for Your Toddler

In choosing books for your toddler, it is important to remember that not all children will enjoy the same books as their peers. Just because one child enjoys books with simple pictures and another doesn't, does not mean that anything is right or wrong with either child. When choosing books, remember that children learn best when they enjoy what they are seeing and doing.

When choosing books for toddlers 18-24 months, look for:

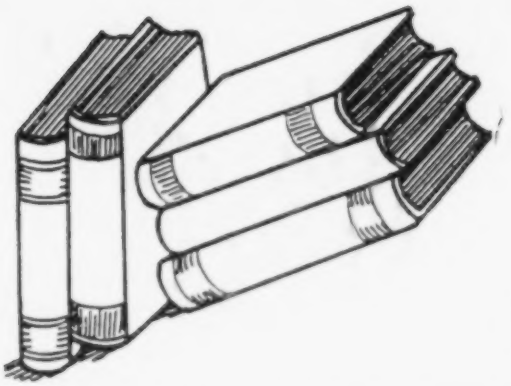
- Cardboard and thick paper pages. (Remember paper pages will tear!)
- Simple pictures. Busy pictures can be overwhelming to some children.
- Large print in small amounts. However, books with more words can be paraphrased to speed the story along.
- Familiar objects, stories, and illustrated songs to make books relevant to his/her life.
- Rhyming and rhythm words. Toddlers enjoy hearing animal sounds, real world noises, and the repetition of vowel and consonant sounds.
- Stories you like. If you enjoy the book, you will be more likely to read, read with more enthusiasm, and enjoy the experience (and so will your toddler).

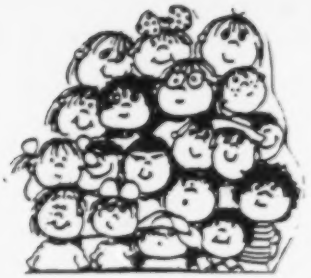
Books To Introduce Your Toddler To

The books recommended here vary in size, number of words, concepts, and variety. Before buying or checking out any book, be sure to flip through it to determine its qualities. By reading often with your toddler, it will be easier to select books yourself that both of you can enjoy.

Some books toddlers 18-24 months will enjoy:

Brown Bear, Brown Bear, What Do You See? by Bill Martin
Polar Bear, Polar Bear, What Do You Hear? by Bill Martin
Max's New Suit by Rosemary Wells
I Make Music by Eloise Greenfield
Baby's Colors by Naomi McMillan
Everyday Children by Cynthia Rylant
Snapshot Max by Hanne Turk
Colors Everywhere by Tana Hoban
Baby Bear's Christmas by Dave Ross
The Foot Book by Dr. Seuss
Mr. Brown Can Moo! Can You? by Dr. Seuss
Bun and Mrs. Tubby by Bettina Paterson
My First Thanksgiving by Tomie dePaola
Spot's Big Book of Colors, Shapes, and Numbers by Eric Hill
Good Night, Good Morning by Helen Oxenbury
Good night, Moon by Margaret Wise Brown
The Runaway Bunny by Margaret Wise Brown
Once Upon a Potty by Alona Frankel





Reading To Your Two Year Old
by: Kristen Little
Lenoir Rhyne Student

As a parent you will be your child's first teacher. Your child's love of books will be influenced by you. Research shows that kids who read at home with their parents will perform better in school. When you help your child learn to read it will create appreciation of the written language, develop an awareness of the printed language, and learn the alphabet. As a parent you should read to your child every day. Make reading enjoyable; then it will become a skill children want to learn.

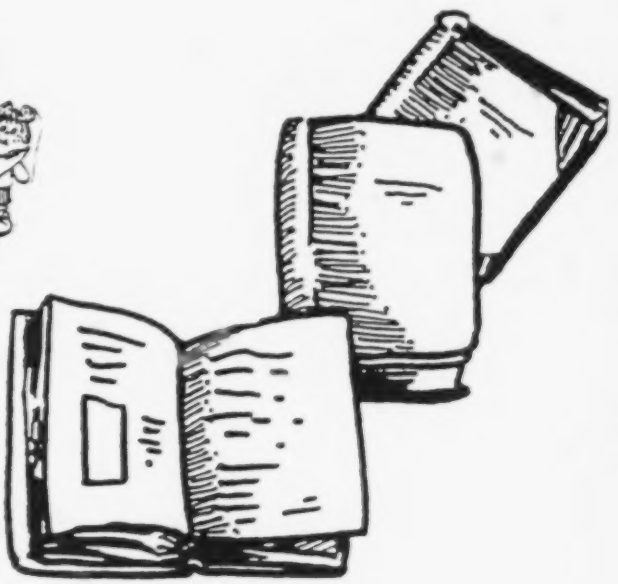
At this age, it is important to let your child choose books that interest them. The books should discuss objects or situations that the child is familiar with. When selecting books for your child look for books that have a simple text, colorful pictures, and some that have phrases or words that are repetitive. Children at this age also enjoy rhymes, songs, and poetry.

At two years of age, your child will do a lot of pointing and naming of familiar objects. They may hold the book upside down or turn several pages at one time. All of these things are normal and should be allowed. This is part of the child's learning process. They will probably want you to read their favorite book several times. This is good because they have become familiar with that book. Children will read more books that they are familiar with, as well as books that are predictable.

When reading to your child pick a cozy, warm, and comfortable spot. This will make reading more enjoyable to them. Also, when reading, change the tone of your voice during the book. This will keep their interest high. If you want your child to love reading; you have to be a good role model and let them see you read.

Here are some books that two year olds would enjoy:

My Colors: by Neil Ricklen
Who Are They?: by Tana Hoban
ABC: by Brian Wildsmith
Shopping Trip: by Helen Oxenbury
Spot Goes to School: by Erick Hill
In My Yard: by Henry Holt
Family Time: by Margaret Miller
Oink! And Other Sounds: by Christine Dubov
I Went Walking: by Sue Williams



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CHOOSING BOOKS FOR THREE YEAR OLD CHILDREN

Dana Harris
Lenoir-Rhyne Graduate Student

CHOOSING BOOKS TO READ WITH YOUR THREE YEAR OLD CHILD...

*Books with few words on a page.
*Books your child can predict or guess what happens next.
*Books that interest both you and your child.
*Books with large print and good pictures.
*Books with repeated phrases.
*Books that have rhythmic patterns.
*Books about things that happen to children.

WAYS TO ENJOY BOOKS WITH YOUR THREE YEAR OLD CHILD...

1. Have a special reading time with your child.
2. Let your child turn the pages.
3. Let your child tell you the story by looking at the pictures.
4. Put books on low shelves so your child can reach them easily.
5. Let your child make predictions about what will happen next in the story.
6. Find a stuffed animal or toy that is like a character from the story for your child to interact with while you read.
7. Let your child act out a story.
8. Point to the words in the book as you read them.
9. Make a book at home with your child.
10. Encourage your child to say the repetitive lines in the book with you.

SUGGESTED BOOKS FOR READING...

Each Peach Pear Plum by Janet and Allen Ahlberg (1984).
Five Little Monkeys Jumping on the Bed by Eileen Christelow (1989).
If You Give a Mouse a Cookie by Laura Joffe Numeroff (1985).
Brown Bear, Brown Bear by Bill Martin (1992).
Have You Seen My Cat? by Eric Carle (1987).
Peter's Chair by Jack Ezra Keats (1976).
Bright Eyes, Brown Skin by Cheryl Willis Hudson and Bernette G. Ford (1990).
Goodnight Moon by Margaret Wise Brown (1975).
The Carrot Seed by Ruth Krauss (1945).
Three Little Kittens by Paul Galdone.
Three Billy Goat's Gruff by Paul Galdone.
The Little Red Hen by Paul Galdone.

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CHOOSING BOOKS FOR FOUR-YEAR-OLDS

By Wendy Clack
Lenoir-Rhyne College Student

Reading to and with your child is important at all ages. As children grow and mature, so do their interests and abilities to use, understand, and appreciate books, if they are encouraged to do so. So, what can you expect from your four-year-old's interactions with books?

By the time a child reaches age four, they are able to memorize familiar books. You may get tired of the same books, but your child's self-esteem is being built when he or she knows what is about to happen next. Remember not only to read the story, but to talk about the pictures and ideas in the book.

Four-year-olds may also enjoy "reading" to themselves and others. It is important that children see themselves as readers even before they actually know what the words on the pages say. Your child should be able to "read" the book by looking at the pictures, if it is a choice book. Encourage this practice with your child. This, too, is something that helps to build your child's self-esteem since they think "I can do it."

Children who are four are also beginning to understand that the words written on the page have meaning. Tracking (following the words on the page with your finger as you read) is an activity that helps your child to understand this concept more and more. Your child also sees from the direction your finger moves and the pages turn that books are read from left to right and front to back. You may not want to use tracking with every story you read. And if your child does not want you to use tracking, that's okay, too.

Using objects, toys, or activities that relate to the story help make the experience more real to your child. Using a caterpillar puppet or making a clothespin butterfly and then reading Eric Carle's <u>The Very Hungry Caterpillar</u> can make a very good book even more exciting. Think of songs or poems that you know that my relate to the story as well.

When deciding on how long a story is appropriate, you know your child's attention span better than anyone. Some children may be engaged in a story for long periods. They may enjoy books with many words on each page, if the story is interesting to them. For those whose attention spans are shorter, books with fewer words may be a good choice or simplify the story as you go along. If your child gets restless, you may want to stop

and come back to the story later, or alter the story.

You also know best what your child's interests are. Children tend to be more interested in books about things that are real to them. If your child has just been to the zoo, Is Your Mama a Llama? by Deborah Guarino may be the perfect choice to read with your child. Take your child's lead.

Finally, it is important to make books and reading a fun and comfortable learning experience. Choose a quiet, comfy spot, a good book and relax together. Don't force your child to sit if he doesn't want to. Pushing may cause your child to lose interest altogether. Your love for books and reading will be contagious if you make this a relaxed, enjoyable time for you and your child to share together.

SUGGESTED READING FOR FOUR-YEAR-OLDS
All Books Listed
Available At Elbert Ivey Public Library

Best Friends, Story and Pictures, Steven Kellogg, 1986.
Bigmama's, Donald Crews, 1991.
If You Give a Moose a Muffin, Laura Joffe Numeroff, 1991.
The Snowy Day, Ezra Jack Keats, 1962.
Whistle for Willie, Ezra Jack Keats, 1964.
Red Leaf, Yellow Leaf, Lois Ehlert, 1991.
Nuts to You, Lois Ehlert, 1993.
In the Tall, Tall Grass, Denise Fleming, 1991.
Baby-O, Nancy White Carlstrom, 1992.
Polar Bear, Polar Bear, What Do You Hear?, Bill Martin, 1991.
Brown Bear, Brown Bear, What Do You See?, Bill Martin, 1983.
It Takes a Village, Jane Cowen-Fletcher, 1993.
The Grouchy Ladybug, Eric Carle, 1977.
The Very Lonely Firefly, Eric Carle, 1995.
Papa, Please Get the Moon for Me, Eric Carle, 1986.
The Very Quiet Cricket, Eric Carle, 1990.
Rooster's Off to See the World, Eric Carle, 1987.
A House for Hermit Crab, Eric Carle, 1987.
The Rainbow Fish, Marcus Pfister.
The Rainbow Fish to the Rescue, Marcus Pfister.
The Christmas Star, Marcus Pfister, 1993.
More, More, More Said the Baby, Vera B. Williams, 1990.
Is Your Mama a Llama, Deborah Guarino, 1989.
Goodnight Moon, Margaret Wise Brown, 1975.
The Carrot Seed, Ruth Krauss, 1945.

CHOOSING BOOKS FOR YOUR FIVE-YEAR OLD

Monica Kesterson Lenoir Rhyne Graduate Student

WHY READ TO YOUR CHILD?

Please answer yes or no to the following questions.

1. Would you like for your child to enjoy reading?
2. Do you want your child to know the meanings of and be able to use many words?
3. Do you hope that your child will be a good listener?
4. Is it important that your child's attention span increase?
5. Would you like your child to understand a variety of concepts?
6. Do you want your child to understand how written and spoken words go together?
7. Do you think it is important for your child to be familiar with the world around him or her as well as the world beyond?
8. Do you want to form a solid background for your child so that he or she will have many future successes?

If you answered yes to any of these questions, keep reading!

SELECTING BOOKS

Choose books that:

- are predictable and repetitive.
- relate to your child's own experiences and everyday life.
- use language your child knows and uses.
- have interesting pictures.
- have different kinds of stories. Include fairy tales, informational books, and poetry.
- are about different subjects (math, science, etc).
- can answer your child's many "why" questions.

SHARING BOOKS

When you share books, remember to:

- find a comfortable spot.
- smile and enjoy the story together.
- be dramatic and expressive.
- read slowly and point to the words.
- repeat words and explain words that your child does not know.
- let your child "fill in" or "read" the story to you.
- involve your child as much as possible. Make predictions. Ask questions, but try not to get into a question and answer session.

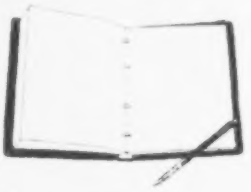
WHAT TO EXPECT AS YOU READ

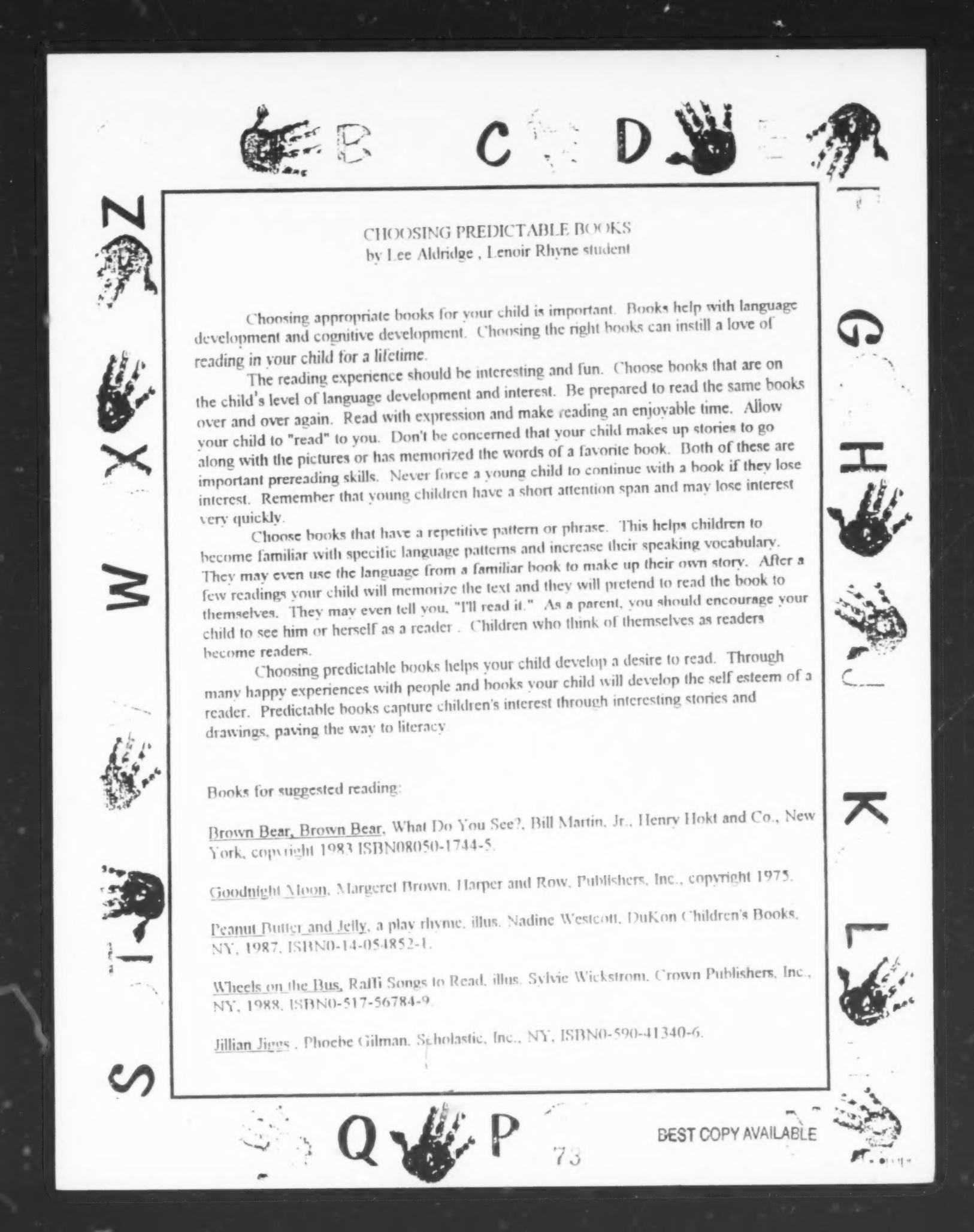
1. You will probably read a story again and again if your child enjoys it. If your child likes the character in the book, check to see if there are more books about the same character.
2. If you read the book before presenting it to your child, you can decide how to change it so that your child understands. You don't have to read word for word.
3. Your child will know if you skip a part or change a word.
4. Your child may memorize sections or entire books.
5. You will need to answer many questions that your child asks before, during, and after reading the book. Try to answer these as soon as possible.
6. Even after your child begins reading independently, you should continue to read to him or her.

BIBLIOGRAPHY

All of the books listed here can be found at Elbert Ivey Library, Hickory, NC.

Apples and Pumpkins. Rockwell. 1989.
Apple Tree! Apple Tree! Blocksma. 1983.
Ask Mr. Bear. Flack. 1958.
Big Red Barn. Brown. 1989.
Blueberries for Sal. McCloskey. 1941.
Brown Bear, Brown Bear, What Do You See? Martin. 1992.
Caps for Sale. Slobodkina. 1947.
Corduroy. Freeman. 1968.
Daddy Makes the Best Spaghetti. Hines. 1986.
Don't Forget the Bacon. Hutchins. 1978.
Doorbell Rang, The. Hutchins. 1986.
Do You Want to Be My Friend? Carle. 1971.
From Head to Toe. Carle. 1997.
Geraldine's Big Snow. Keller. 1988.
Grandfather and I. Buckley. 1994.
Have You Seen My Duckling? Tafuri. 1984.
Hearing. Pluckrose. 1995.
House that Jack Built, The. McBain. 1988.
If You Give a Mouse a Cookie. Numeroff. 1985.
I Know an Old Lady. Westcott. 1980.
I Like Me. Carlson. 1988.
Ira Sleeps Over. Waber. 1972.
Leo the Late Bloomer. Kraus. 1971.
Letter to Amy, A. Keats. 1968.
Madeline. Bemelmans. 1993.
Make Way for Ducklings. McCloskey. 1941.
Mike Mulligan and His Steam Shovel. Burton. 1939.
My Hands. Aliki. 1962.
Napping House, The. Wood. 1984.
No Jumping on the Bed. Arnold. 1987.
Old Black Fly. Aylesworth. 1992.
Owen. Henkes. 1993.
Peanut Butter and Jelly. Westcott. 1987.
Peter's Chair. Keats. 1967.
Possum Come a Knockin'. VanLaan. 1990.
Pumpkin, Pumpkin. Titherington. 1986.
Raccoons and Ripe Corn. Arnosky. 1987.
Relatives Came, The. Rylant. 1985.
Rosie's Walk. Hutchins. 1968.
Snowy Day, The. Keats. 1962.
Swimmy. Lionni. 1963.
Ten Black Dots. Crews. 1986.
Timothy Goes to School. Wells. 1981.
Very Hungry Caterpillar, The. Carle. 1979.
William's Doll. Zolotow. 1972.
Will I Have a Friend? Cohen. 1967.





CHOOSING PREDICTABLE BOOKS
by Lee Aldridge , Lenoir Rhyne student

Choosing appropriate books for your child is important. Books help with language development and cognitive development. Choosing the right books can instill a love of reading in your child for a lifetime.

The reading experience should be interesting and fun. Choose books that are on the child's level of language development and interest. Be prepared to read the same books over and over again. Read with expression and make reading an enjoyable time. Allow your child to "read" to you. Don't be concerned that your child makes up stories to go along with the pictures or has memorized the words of a favorite book. Both of these are important prereading skills. Never force a young child to continue with a book if they lose interest. Remember that young children have a short attention span and may lose interest very quickly.

Choose books that have a repetitive pattern or phrase. This helps children to become familiar with specific language patterns and increase their speaking vocabulary. They may even use the language from a familiar book to make up their own story. After a few readings your child will memorize the text and they will pretend to read the book to themselves. They may even tell you, "I'll read it." As a parent, you should encourage your child to see him or herself as a reader . Children who think of themselves as readers become readers.

Choosing predictable books helps your child develop a desire to read. Through many happy experiences with people and books your child will develop the self esteem of a reader. Predictable books capture children's interest through interesting stories and drawings, paving the way to literacy.

Books for suggested reading:

Brown Bear, Brown Bear, What Do You See?, Bill Martin, Jr., Henry Hokt and Co., New York, copyright 1983 ISBN08050-1744-5.

Goodnight Moon, Margeret Brown, Harper and Row, Publishers, Inc., copyright 1975.

Peanut Butter and Jelly, a play rhyme, illus. Nadine Westcott, DuKon Children's Books, NY, 1987, ISBN0-14-054852-1.

Wheels on the Bus, RalTi Songs to Read, illus. Sylvie Wickstrom, Crown Publishers, Inc., NY, 1988, ISBN0-517-56784-9.

Jillian Jiggs , Phoebe Gilman, Scholastic, Inc., NY, ISBN0-590-41340-6.

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Choosing First Reading Books

by Monique Davis,
Lenoir-Rhyne College Graduate student

So your child is beginning to read! Congratulations! This will open up a whole new world for him. Hopefully, your child has been exposed to books since infancy, and been read to often. If so, he will certainly have an advantage now and also later in school!

Even as your child begins to read alone, it is important to continue to read aloud to her, choosing books that relate to her interests. Reading to a child can instill in her a long-lasting love of books. Encourage her to take an active part in the reading process. As she starts to recognize words and phrases on the page, her feeling of success may encourage her to read more!

As you are choosing first reading books for your beginning reader, you may want to keep the following guidelines in mind:

Does the book have...
short sentences?
text that is predictable from the illustrations?
controlled vocabulary (recognizable, repeated, and rhyming words)?
a good story line?

Allow reading to be a choice of activity during your child's free time. Your child may ask about the same word over and over--be patient! Repetition is a good way to learn! Be ready to help with those words with which your child is struggling, allowing him to retain the rhythm and the storyline of the book.

Series of books designed especially for the early reader are available to you at the Elbert Ivey Library. To help you in your search, all these books have a bright green dot on them. One example is the **"Step into Reading"** series. Look for the Step 1 Books which include such titles as:

--Beef Stew, by Barbara Brenner
--Cave Boy, by Cathy Dubowski
--My New Boy, by Joan Phillips
--Sleepy Dog, by Harriet Ziefert
--Wake Up, Sun! by David L. Harrison

Also look for the **"Beginning to Read"** series, all by Margaret Hillert. For example:

The Baby Bunny, Cinderella at the Ball, Four Good Friends, The Funny Baby, The Snow Baby, and What Am I?

The **"School Zone Start to Read"** books are also available, and come in three levels of difficulty. Look for these examples of first level books:

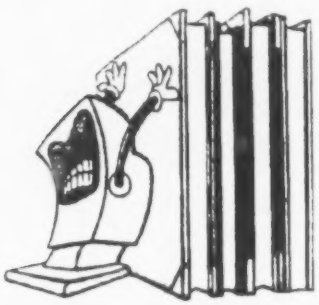
--I Want a Pet, The Fox on the Box, and Jog, Frog, Jog, all by Barbara Gregorich
--The Good Bad Cat, by Nancy Antle
--I Want to Be a Clown, by Sharon Sliter Johnson

Happy Reading!

CHOOSING COMPUTER PROGRAMS FOR TODDLERS

BY: TIFFANY E. HUNTER LENOIR-RHYNE COLLEGE GRADUATE STUDENT

When choosing computer programs for toddlers it is important for you to select software that will be beneficial to their development. As the toddler's language begins to develop, it is very important to introduce them to computer programs which are age appropriate and not too advanced. Today over half of all computer programs deal with emerging reading and writing skills. Computers now are able to speak, read from books, and through the living books allow you to create your own stories. When you begin using the computer with your toddler, they are taught how to use a mouse or a joystick.

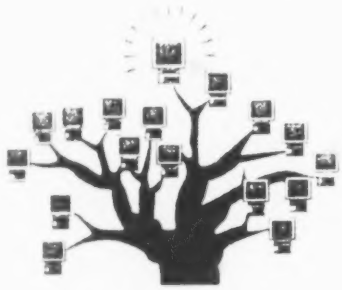


As you begin to select computer programs for your toddler you should: 1) try to preview the software before having your toddler play it, 2) select software which has a lot of color and sound effects, 3)select software that is not very lengthy or slow to load and start, 4) select software that has several activities for your toddler to do, but they should not have long pauses between each activity, 5)select software which is very active, and 6)select software which is fun.

As you are introducing your toddler to computer programs you must understand this task is a serious one and should not be taken lightly. As the parent, you must realize computer programs have to be interesting and exciting to hold your toddler's attention. The computer programs must first gain the toddler's attention so select software you would enjoy playing. Don't force your toddler to work on any program they don't appear to have an interest in, if so you may discourage the child from continuing to have their computer knowledge grow.

You should also expect your toddler to become very interested in the entire computer. They may want to push the keys on the keyboard or click the mouse while you are trying to do other things. Don't try to force them to do anything-be patient. Here is a list of computer programs available at Elbert Ivey Library for toddlers:

- Bailey's Book House
- Jump Start Toddler
- Mercer Mayer's Just Grandma and Me
- Sheila Rae, The Brave
- Rudyard Kipling's How the Leopard Got His Spots
- Sammy's Science House
- Teach Your Children Series: More Bugs In Boxes



Computer programs available at the Library for 3 yr. olds

Linda Lowery a graduate student at Lenoir Rhyne

Computers teach children in an exciting way. It is important that the software meets the needs of the child using it so that he will not be frustrated Here are some things a child learns from playing with a computer and some ideas for selecting the proper one.

What three year olds are learning from computers.

- To discriminate and recognize letters, and numbers
- To link words to pictures of objects
- To explore words and their meaning
- To problem solve
- To increase his attention span

Things to consider when choosing software

- Is the software interactive, which means can the child control some events?
- Are the graphics (pictures) appropriate for your child? Does it use familiar characters and objects?
- Are the sound effects entertaining and can you turn them off if you want it quiet?
- Are there different levels of difficulty?
- Can the program be worked alone or does someone need to help?
  Is the program a game or story? If it is a story are there things for the child to do?

Computers can be a great learning tool but they take a little time from Mom and Dad to show their child how to do the program. It is best to find a time when you can help your child learn the basics, and then be in the area once they have learned so that you can answer questions for them. Once they have learned just let them play.

GAMES

Bailey's Book House (Win/Mac)
Bailey and his friends invite children to explore the sounds and meanings of letters, words and rhymes in 5 interactive activities and games.

Jump Start Preschool (Win/Mac)
An animated program with songs to encourage early understanding of Letters, Numbers and Shapes. Ten interactive puzzles, games and play activities are present.

Millie's Math House (Win/Mac)
Numbers, shapes, sizes patterns, addition, and subtraction are explored as kids build mouse houses, create bugs, and make jelly bean cookies. The 7 activities have different levels of difficulty.

Reader Rabbit, Level 1 (Win/Mac, ages 3-6)
Four games use school reading words to help beginning readers gain skills in reading 3-letter words, recognizing spelling patterns associate words and pictures and memory concentration. Some games are more difficult then others.

Sammy's Science House (Win/Mac ages 3-6)
Children practice sequencing, observing, predicting and constructing as they learn about plants, animals, fungi, seasons and weather. Some games are more difficult then others.

Teach Your Children series: More Bugs in Boxes (Win/Mac, ages 3-6)
8 learning games that reinforce skills like counting 1-10, sequencing by number, color recognition, greater then and less then and matching. 3 levels of play within each game.

Books

Children can have the computer read the story or they can the play interactive games.

Mercer Mayer's Little Monster at School (Living Books, Win/Mac ages 3-8)
English and Spanish translation
Mercer Mayer's Just Grandma and Me (Living Books, Win only)
English, Spanish and Japanese translation
Sheila Rae, The Brave (Living Books, Win/Mac, ages 3-8)
Cute songs

COMPUTER PROGRAMS FOR YOUR FIVE YEAR OLD

BRICE MELTON
LENIOR-RHYNE COLLEGE GRADUATE STUDENT

Choosing the right computer programs

Five is a fun time to explore technology with your child. A five year old will have some of the fine motor skills to begin to manipulate the computer mouse and will enjoy this independence. They will also enjoy learning about the parts of the computer and being able to turn it off and on by themselves. Computer programs for five year olds offer a variety of getting ready for school skills such as recognizing colors and shapes, matching, counting, sequencing, and listening skills. It is important to choose computer programs that offer a variety of skills and levels so that your child will not become frustrated. Have computer time with your child to help them learn how to use the mouse, access programs, and understand how each of the programs work. Look for programs that use simple logos, words, and commands so that your child will begin to recognize simple commands, such as play, that will let them use the computer independently.

Programs available for circulation at Elbert Ivey Library

There are a variety of programs available for you and your child to check out at Elbert Ivey. The computer programs may be checked out for three weeks just like the books. You may also reserve a program to check out and the library staff will call you when the program is returned so you may check it out. The computer programs that are suitable to use with your five year old are listed below.

- *Jump Start Kindergarten*
- *Mercer Mayer's Just Grandma and Me*
- *Mercer Mayer's Little Monster at School*
- *Mighty Math Carnival Countdown*
- *Mighty Math Zoo Zillions*
- *Millie's Math House*
- *Reader Rabbit's Developmental Library Level 1 and 2*
- *Reader Rabbit Level 1 and 2*
- *Sheila Rae, The Brave*
- *More Bugs in a Box*
- *Road Construction Ahead*

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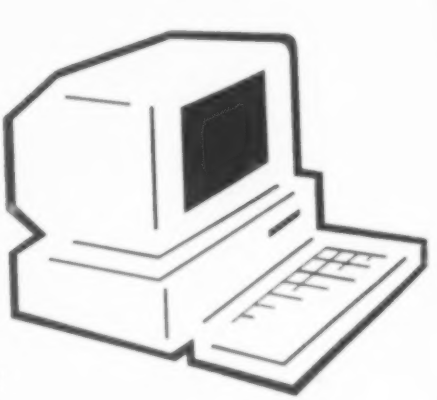
- *Sammy's Science House*
- *Trudy's Time and Place House*

These programs offer a variety of learning opportunities such as listening to stories and interacting with the characters, learning about opposites, matching, and problem-solving. Your child will also be able to build machinery in Sammy's Science House, build bridges using Early Math, and begin to build basic literacy skills in Bailey's Book House by seeing pictures with spellings and sounding out words. Jump Start Kindergarten allows children getting ready to attend kindergarten to see what their classroom may look like and learn about what they will be doing at school. There are many opportunities for learning with computer software and basic skills such as sorting, counting, naming colors and shapes can be fun when presented on a computer.

Using the Computer at Elbert Ivey Library

Elbert Ivey has a computer available for your use in the children's department. You may sign up for a thirty minute time slot, by phone or in person, to work with your child on the computer. The computer programs available offer a wide variety of skills from listening to stories such as *Dr. Seuss's ABC* to exploring math concepts in space with Math Blaster Jr. Parents must be present in order for your child to use the computer. Library staff will be able to assist you with any questions you may have. If you do not have a computer at home this is an excellent way for your child to gain valuable computer skills as well as enjoy educational computer software. The programs available for you and your five year old to use at the library are listed below.

- *How Many Bugs in a Box?*
- *Bailey's Book House*
- *Early Math*
- *Math Blaster Jr.*
- *Millie's Math House*
- *Sammy's Science House*
- *Trudy's Time and Place House*
- *Reader Rabbit*
- *James Discovers Math*
- *Dr. Seuss's ABC*
- *Kid's Typing*
- *Math Rabbit*



So get to Elbert Ivey Library to sign up for some computer FUN!

Computer Programs for Special Needs Children Ages 0-5

Prepared By: Joy Setzer
Senior Rhyne College Graduate Student

Computer programs play an important role in children with special needs' lives. These computer programs offer a fun, but simple learning experience that teaches these children basic math, cognitive matching, and language skills. These computer programs are modified so that the special needs children understand the directions especially since clues are given to help them pick the right answers. These clues help lower functioning children feel good about themselves for picking the right answers. The hands-on experience these children gain from working on the computer provides adequate learning as well.

How to select computer programs: **Look for computer programs ....**

1) That say, "I need one more _____" when it comes to counting games.
2) That offer several levels of difficulty such as: 1-easy, 2- hard, 3- harder, and 4- hardest.
3) That show your child what he or she is matching on the screen. For example, "Find the picture that looks like this one".
4) That show your child a letter or number and then asks your child to find that same letter or number among a list of letters or numbers.

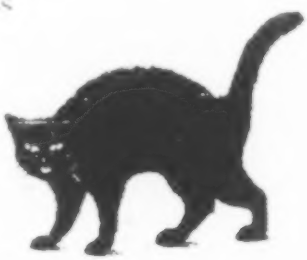
* Most special needs children enjoy computer programs because of the special sound effects and praise remarks that go with the programs. The sound effects help make the programs more exciting and keep the children's interests. The praise remarks such as: "Way to go!" or "Great job!" make the children feel good and smart which enhances their self-esteem.

Computer programs to check out:

* Jumpstart Preschool: Bill Gross
* Bailey's Book House : Donna Stanger
* Sammy's Science House
* Jumpstart Pre-Kindergarten: Bill Gross

Computer programs available on the <u>library's computer only</u>:

* Early Math : Chris Bomstead, Bright Star Technology, Inc.
* Jumpstart Toddlers : Bill Gross
* James Discovers Math : Broderbund Software, Inc.



<u>Computer Program</u> handout available at:
Elbert Ivey Memorial Library

BOUNCING BEDS AND SLEEPY-HEADS
Books for Bedtime

"Hop into bed and snuggled down in" is how ***Midnight Moon*** (C. Watson, 1979) begins a journey to sleep. Although it's not the only time families read together, bedtime is a special time when parents and children can get cozy, unwind from the day and begin what can be one of the most difficult separations of the day for children.

Beginning at about 9 months, children are physically able to resist sleep, so bedtime becomes a time when children (and their parents) need warmth, humor and a reassuring sense of routine. Many books use repetition to soothe the child and give her a sense of predictability. Young children need to know that while they surrender to sleep things will not change. One of the most comforting, classic, bedtime stories is Margaret W. Brown's ***Goodnight Moon***, originally printed in 1947, but still available today. ***Asleep, asleep*** (M. Ginsburg, 1992) also uses the technique of repetitive phrasing, safe and interesting illustrations, and a story line which gradually draws the child into a drowsy state. Both these books are appropriate for very young children, but older ones will also like them. ***Grandfather Twilight*** (B. Berger, 1984) is a book that has stunning illustrations and simple, but poetic, lines which draw children into the world of sleep. If you want your child to wake up and bounce on the bed, try Audrey Wood's *The Napping House*, a rollicking, repetitive, story with add-on lines children will enjoy memorizing!

Children very much delight in reading the same books over and over. They like the safety of knowing what will happen. They enjoy being "readers" just like Mom and Dad. Stopping to ask questions and make comments shows they are happy readers! Children also enjoy bedtime books that show other children or animals in bed time routines. Routines are comforting for all of us, and become the bindings of family love. *Baby's Bedtime* (N. Grimes, 1995) is a wonderful little cardboard book designed for the very young reader. Babies learn a lot and get much pleasure from putting things in their mouths, so books that babies can chew safely are great for introducing them to the pleasure of reading. ***Baby's Bedtime*** has warm, loving illustrations of bedtime routines of an African American family. Look for other cardboard, plastic or laminated books for babies so they can read with their eyes and their mouths!

Can't you sleep, Little Bear (M. Waddell, 1992) is a comforting book that begins to address some of the fears of bedtime that children typically experience as their imaginations mature. This type of book is generally designed for preschoolers and kindergartners. ***Go away Bad Dreams!*** (S. Hill, 1985) shows a kindergartner's world, and examines the sorts of fears this age group has about sleep. In the story, the child's mother gives him good dreams and lots of strategies other parents and imaginative kids will find useful for banishing the boogies!

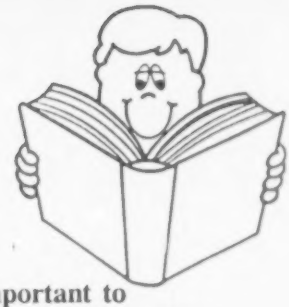
Another common bedtime theme centers around animals and how they sleep. Babies and children find it comforting to know that all creatures sleep. Several books either look at how animals sleep, ***Going to sleep on the farm*** (W.C. Lewison, 1992), ***Some Sleep Standing-up*** (S. Stockdale, 1997), or help children imagine they are sleeping next to animals ***When I'm sleepy*** (J. Howard, 1985) or are animals, ***Before I go to sleep*** (T. Hood, 1990). Many children enjoy books beyond their years if an adult reads it with them, or if the book has great photographs. The National Geographic book ***Ways Animals Sleep*** (J. McCauley, 1983) has the type of vivid photographs that certain children much prefer over other types of illustrations.

There are also books about sleep which have an international flair. ***A Norse Lullaby*** (M.L. VanVorst, 1988) is a sweet book for younger children, again with the theme of routines. ***Tuck-Me-In-Tales*** (M.R. MacDonald, 1996) is an international collection of bed time stories for a variety of ages. ***Watch the Stars Come Out*** (R. Levinson, 1985) again centers on the comfort of bed time routines, but this theme is beautifully embedded in a story of immigration to the United States as told by a child's grandmother.

There are so many books about sleeping and bedtime, but any good book will do as a bedtime story, especially if you are interested in it and can adapt it to your child's age and interests. Ask your librarian to help you select books or have fun browsing. Then, snuggle down under the covers or in the rocking chair with your child and have sweet, sweet dreams!

By: Wendy B. Wieber
Graduate Student, Lenoir-Rhyne College

HOW TO CHOOSE APPROPRIATE BOOKS TO HELP CHILDREN IN DEALING WITH DEATH



Stacey Johnson - Lenoir-Rhyne College Student

Introduce children to the wonderful world of books. It is very important to choose books for children that are age appropriate. This will allow children to gain the most enjoyment and knowledge that they can from reading and from books. If you choose books that are too difficult, a child may "give up" on trying to read. If you choose books that are too far below their age, they may become bored and think that all reading in boring. This first thing that you must do is find out what types of books are appropriate for the age group that you will be dealing with. In this case we willing be choosing books for children ages 3 to 4. There are several things that this age child will do when dealing with books. They will start books at the beginning. They will want to hear the same books over and over again. They will begin to ask questions about the books that they are read. They will enjoy simple nursery rhymes and songs and they may even begin to memorize some books.

Talking with your children about death is very difficult but also a very important thing to do. It is a very difficult subject to talk about even for adults. However, there will be times when children are faced with this type of situation in their life and it must be confronted. The child may experience the death of a pet or the death of a loved one, even a parent or sibling. There are several actions that may be taken to help a child to deal with this type of loss. One of the best things that an adult can do is to sit down with a child and read a book to them that helps to discuss the events that they are experiencing.

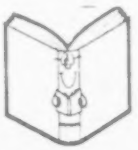
Books dealing with the subject of death should be chosen carefully to help the child in the best possible way that they can. These books should deal with emotions very honestly and they should let the children know that it is okay to let their emotions show and also to express their emotions to others. These books should let children know that it is normal to feel sadness as well as anger at the loss that death brings. These books should be easy for the children to understand and easy for them to identify with. The situations that are shown should be life-like so that the child can see the natural feelings that people have. You should choose these books with care and with concern for your child. If you take into account the age of the child, the appropriateness of the books for the situations, the natural life-like situations and the ease with which the children can understand the books, you will make a difficult situation easier for you and your children to deal with.

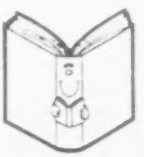
Books Recommended for Children Through the Second Grade

The Two of Them	written by Aliki
Death	written by Lydia Anderson
What We Do When Someone Dies	written by Caroline Arnold
When I Die, Will I Get Better?	written by Joeri Breebaart

The Fall of Eddie Leaf* (Also, on videotape)**	written by Leo Buscaglia
Blow Me a Kiss, Miss Lilly*	written by Nancy Carlstrom
The Accident	written by Carol Carrick
You Hold Me and I'll Hold You*	written by Jo Carson
When Grandpa Came to Stay	written by Judith Caseley
There is a Rainbow Behind Every Dark Cloud	written by the Center for Attitudinal Healing
Straight From Siblings: Another Look at the Rainbow	written by The Center for Attitudinal Healing
Everette Anderson's Goodbye*	written by Lucille Clifton
Jim's Dog Muffins*	written by Miriam Cohen
First Snow	written by Helen Coutant
Mrs. Huggins and Her Hen Hannah*	written by Lydia Dabcovich
Marianne's Grandmother	written by Bettina Egger
Sunny: The Death of a Pet	written by Judith Greenburg
Why Did He Die ?	written by Audrey Harris
Why Did Grandpa Die?	written by Barbara Hazen
Last Week My Brother Anthony Died	written by Martha Hickman
My Grandmother Died, But I	written by Bernice Hogan
The Black Dog Who Went ... Woods	written by Edith T. Hurd
Morgan's Baby Sister	written by Patricia P. Johnson
Better With Two	written by Barbara M. Joose
Goodbye, Max	written by Holly Keller
How it Feels When a Parent Dies	written by Jill Krementz
Learning to Say Goodbye	written by Eda LeShan
Things to Know About Death ...	written by Lisa Ann Marsoli
Losing Someone You Love	written by Elizabeth Richter
The Kid's Books About Death ...	written by Eric E. Rofes, Ed.
When a Pet Dies	written by Fred Rogers
The Saddest Time	written by Norma Simon
I'll Miss You Mr. Hooper	written by Norman Stiles
A Gift for Tia Rosa	written by Karen Taha
Saying Goodbye to Grandma	written by Jane R. Thomas
Petey	written by Tobi Tobias
The Tenth Good Thing About Barney*	written by Judith Viorst
The Very Best of Friends	written by Margaret Wild
I'll Always Love You*	written by Hans Wilhelm
Life and Death	written by Herbert S. Zim

*These books are located on the Parent's Resource Center shelves.
** This videotape is located in the Audiovisual Department in the John Ciley House.





MONSTER BOOKS

for

Threes, Fours and Fives

by

Donna Shipman
Lenoir Rhyne Graduate Student

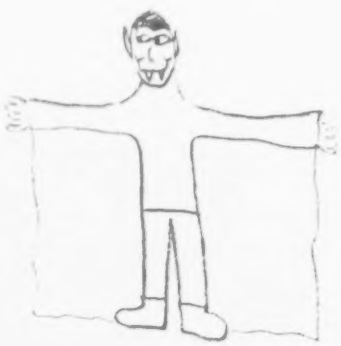
Monsters and dinosaurs hold a great fascination for children today. They represent in a symbolic way something very big and overpowering - fear. Monsters and dinosaurs can be the things waiting to jump out of the closet, come out from under the bed or the things that go bump in the night. They are the dark unknown. The "monsters" for young children can also be the doctor, dentist, hairdresser, teacher, etc.,-- any unfamiliar person or situation that may upset their security system.

If unknown fear comes out in the open, a person can somehow deal with it. Children's books about monsters and dinosaurs are based on this. Children do not realize that these creatures in story books are symbols of their fears. They just know that these scary creatures can be controlled by children, thus helping them to deal with their fears.

When choosing books about monsters for threes, fours and fives keep in mind that the idea is to tame the monster, to control the fear it represents. If the story fails to do this, think again about getting this book. Select books with understandable pictures - too busy, too detailed, may be confusing. Choose books easily read or paraphrased. Again, too detailed tends to discourage engagement in the story.

Books listed on the reverse side are some of the ones available at the Elbert Ivey Library that your children may enjoy. Books marked with * indicate some favorites. Books with ( ) indicate examples of how the fear could be controlled.

HAPPY READING



Cooney ,Nancy Evans , Go Away Monsters, Lickety Split, 1990 (Get a kitten)

Davis, Gibbs, Katy's First Haircut, 1985

Dinardo, Jeffery, Timothy and The Night Noises, 1986

Emberly, Ed, Go Away, Big Green Monster, 1992 * (Send monster parts away)

Feczko, Kathy, Halloween Party, 1985

Gackenbach, Dick, Annie and the Mud Monster, 1982

Girard, Linda, Jeremy's First Haircut, 1986

Gordon, Shelia, A Monster in the Mailbox, 1978

Howe, James, There's A Monster Under My Bed, 1986 * (Scare it away with a flashlight)

McKee, David, Two Monsters, 1985

Mayer, Mercer, You're The Scaredy Cat, 1974

Mueller,Virginia, Monster and the Baby, 1985

Sendak, Maurice, Where The Wild Things Are, 1963 * (Become King of it /tame it with a trick)

Stevenson, James, That Terrible Halloween Night , 1980

Stevens, Kathleen, The Beast in the Bathtub, 1985 * (Make friends with it)

Waddell, Martin, Can't You Sleep, Little Bear? 1992

Whitlock, Susan Love, Donovan Scares the Monster, 1978

Zion, Gene, Harry By The Sea, 1965

Children's Books On Friends And Family Members With Disabilities

By Kelly Ball
Lenoir-Rhyne College Student

Why is it important to have books on friends and families with disabilities?

- Children need to learn about friends and family members with disabilities lifestyle and culture.
- Children need to learn at a young age about tolerance and acceptance of all individuals.
- Children are sometimes afraid of people with disabilities and learning more about them through books will help them overcome their fears.
- Children can learn how they can be of help to their friends and families with disabilities.
- It will benefit children if they have the opportunity of being in an inclusive setting.

Why learning about friends and families with disabilities is important in child development

- When children learn at a young age, they have more of a opportunity to develop characteristics like tolerance and acceptance of all people.
- If children are placed in an inclusive setting or one of their family members has a disability, the children will have prior knowledge of how to help them.
- Children will gain knowledge about all different types of disabilities.

What should be kept in mind when selecting books for 2 ½ -5 year olds?

- Make sure that the book is in large print.
- It is important to find a book with repeated word patterns.
- The text should be simple, since the children's attention span at this age is short.
- The pictures should be bright and colorful.
- It is important to find a book that children can relate to.

What are some basic "how to read" skills for your 2 ½ -3 year old?

- Have close contact with your child to let them know that you enjoy reading to them.
- If it is a book that uses movement and rhyme, let them get up and do the movement.
- If you have props in the house that would go well with the story use them to make the book more interesting and exciting.
- If you have a book that seems too wordy, modify the words to make it more interesting.
- If your child asks questions, answer them, don't just ignore them.

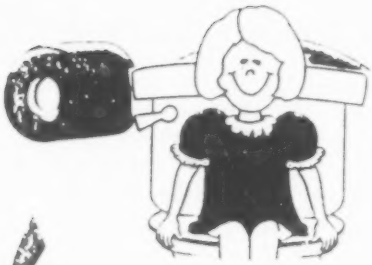
What are some books to consider?

- Grandma Drives A Motor Bed- Diane Johnston Ham
- I'm Deaf And It's Okay- Lorraine Aseltine
- No Trouble For Grandpa - Carol A. Marron
- Arnie And The New Kid-Nancy L.Carlson
- Jenny's Magic Wand-Helen Herman
- Grandma's Wheelchair-Lorraine Henriod

BEST COPY AVAILABLE

Books About Using The Potty

By Michelle Ewing
Lenoir-Rhyne College Student



As children grow and learn about the potty, books can be a way to talk about it. Children develop the muscles necessary to control themselves usually after the age of two. After this age, children begin to develop patterns of going to the bathroom. When a child is staying dry and wetting at certain times, they are ready to learn about using the potty. A child will soon be able to tell you or show you when they know they are wet.

Children may have fears about the potty and reading to them can help them to understand that the potty will not hurt them. The potty is so large many children fear that they may fall in. The loud sound and the water swirling sometimes is frightening to a young child.

You and your child can read stories about the potty together. Many books show other children or animals sitting on the potty. By sharing these stories you may use a doll or animal to sit on the potty and act out the story. Then your child can use the potty to play and sit on to become familiar with before expecting them to use the potty.

Here is a list of some books about the potty:

Annie's Potty by Judith Caseley 1990

On Your Potty! by Virginia Miller 1991

Going to the Potty by Fred Rogers 1986

The Princess and the Potty by Wendy Cheyette Lewison 1994

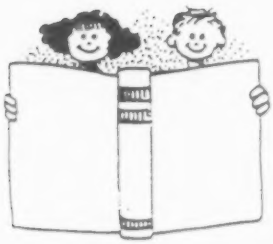
Once Upon a Potty by Alona Frankel 1979

Uh Oh! Gotta Go! : Potty Tales From Toddlers by Bob McGrath 1996

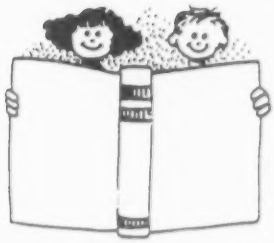
Potty Time by Bettina Patterson (Board Book)

Dry Days, Wet Nights by Maribeth Boelts

Sam's Potty by Barbro Lindgren



CHOOSING BOOKS ABOUT
NEW SIBLINGS



The news of the arrival of a new brother or sister in the house causes many different events to happen. The topic of discussion for 9 months is usually about the new baby. Shopping trips and baby showers take place as well as more frequent visits to the doctor's office. Mommy begins to lose her lap as the baby grows inside of her. Sometimes young children learn to point to every baby they see saying, "baby." But the baby they pointed to out in public usually does not go home with them. They do not realize that their new brother or sister is someone that they are going to have to share their mom and dad with daily. Family members, especially young children have to adjust to new feelings and experiences. They may like to look at and touch the new baby, but depending on their ages, they may not understand why the new baby can not play with them. They may not understand why the baby is getting much of the attention that used to be for them.

There are several books available at the library that may be fun and helpful for you and your pre-school aged child while waiting for the new baby to arrives. Some of the books such as **I Love My Baby Sister (Most of the Time)** by **Elaine Edelman, Poppy's First Year** by **Susan Williams, My Brother Will** by **Joan Robins,** and **Mama, Paddy, Baby and Me** by **Lisa Gewing**, share ideas that the pre-school aged child can do with and for the new baby while helping them feel special.

Other books like **Bill and Our New Baby** by **Helene Arstein**, **We're Going to Have a Baby** by **Doris Helmering**, **Nobody Asked Me if I Wanted a Baby Sister** by **Martha Alexander**, **A Baby Sister for Frances** by **Russell Hoban**, **My Mama Needs Me** by **Mildred P. Walter, She Come Bringing Me that Little Baby Girl** by **Eloise Greenfield**, **When the New Baby Comes, I'm Moving Out** by **Martha Alexander** and **Everett Anderson's Nine Months Long** by **Lucille Clifton** may help the child recognize some of the feelings that they may have and how the characters in the book learned to adjust to the new baby. A fun, light-hearted book to help pass the time waiting for baby is **Waiting for Jennifer** by **Kathryn Galbraith**. (The siblings decide that mom is going to have a baby girl and tell everyone that her name will be Jennifer and guess what...it's a boy)!

Board books for the very young: My Sister and Me-Our Day, by Lucy Dickens, Sweet Baby Coming, by Eloise Greenfield and Jan Gilchrist.
Other books about siblings at the library: We Got My Brother at the Zoo, Our New Baby, Darcy and Gran Don't Like Babies, When the Teddy Bear Comes, Big Like Me, Books Are For Eating, Baby Wants the Moon, That Terrible Baby, Spot's Baby Sister and **Arthur's Baby.** *Prepared by Cindy M. Yount, Lenoir-Rhyne Graduate Student*

Children's Books About Friendship

By: Mandy Tucker
Lenoir-Rhyne College Student

Friendships teach children about . . .

- Sharing their toys with others
- Caring for their playmates
- Sharing the same feelings as other children
- Loving and respecting their playmates

2 1/2 - 5 Years Old Children Like Books . . .

- with lots of pictures
- easy to read
- with easy to turn pages
- that are small so it is easy to handle

Adults Should Expect . . .

- the child to want to read the same book over and over again
- the child to pick the same book every time you sit down to read
- the child to turn several pages at once
- the child to be impatient and antsy during reading time
- the child to hold books upside down when reading themselves

What Should the Adults Do . . .

- find a cozy, quiet spot to read in
- let the child pick their own books
- read at different times of the day
- create excitement while reading by pointing out things in the book
- ask the child questions about the book
- let the child roam around the room while reading, if they desire

What Are Some Books To Consider?

- Ira Sleeps Over by: Bernard Waber
- Annie Bananie by: Leah Komaiko
- Porcupine's Pajama Party by: Terry Web Harshman
- Yo! Yes? by: Chris Raschka
- An Extraordinary Egg by: Leo Lionni
- Mrs. Katz and Tush by: Patricia Polacco
- Will I have a Friend? by: Miriam Cohen

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Children's Books About Moving

By Rebecca Hilts
Lenoir -Rhyne College Student

Why Is It Important To Have Books On Moving?

- Today moving is common for families, especially for job opportunities.
- Children will see that other boys and girls also go through the same thing.
- Books show children that they are not being punished by having to move.
- Books allow children to see the fun in moving!
- Books will help children understand that they will make friends in their new homeplace.
- Stories about moving will help answer important questions for children about moving.

What Should Be Kept In Mind When Choosing Books For 2½ - 3 Year Olds?

- It is important for children to be able to relate to events and people in the books, i.e. have stories about children the same age.
- Books need to have pages with large print.
- The pictures should be colorful and bright.
- The words in the books should rhyme if possible.
- The text should be short and simple as children at this age have a short attention span.
- Books should have repeated word patterns if possible.

What Are Some Basic "How-To-Read" Skills To Use With Your 2½ - 3 Year Old?

- As you read use language that your child is able to comprehend.
- While reading the story encourage your child to be involved by asking questions.
- If your child has a question, don't push it aside till later. By answering his/her question you are getting them involved.
- Whenever possible, relate the story to your child's life, for example if the story is about moving to a big city, ask your child to talk about the big city they live in.
- Read to your child at appropriate times, for example if your child hates going to bed you reading to him/her at bedtime could cause them to associate reading with bedtime creating a negative view of reading.
- Allow you and your child to have fun while reading, for example act out the story while you read it.
- Remember reading is special and can create a special bond between you and your child.

What Are Some Books To Consider?

- Good-bye House - Robin Ballard
- The Big Hello - Janet Schulman
- Mitchell is Moving - Marjorie Weinman Sharmat
- Scarlet Monster Lives Here - Marjorie Weinman Sharmat
- Annie Bananie - Leah Kamaiko
- Moving House - Anne Civardi

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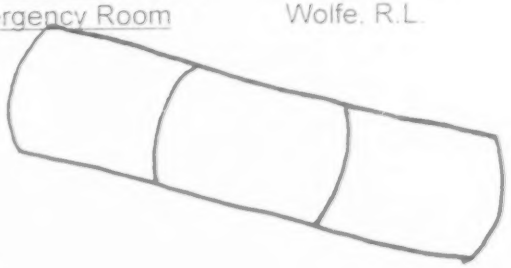
Children's Books About
"Going to the Doctor or Hospital"
by Holly Viegut, Lenoir Rhyne College Student

Toddlers:
For children ages one to three, look for short stories with simple plots in which the sentences closely match the illustrations. Books that repeat catchy, rhythmic phrases give toddlers something to listen to when they can not follow a story's plot. Don't be too concerned about reading every word on the printed page. Young toddlers are more interested in the pictures.

Three to Four Year Olds:
Children at this age really enjoy stories about the real world. Expect to reread some of these books over and over again. It is typical of this age group and one way children develop an understanding of how written language works.

Five Year Olds:
A five year old is participating in all sorts of new social and learning experiences. More than likely, your child is experiencing many outside exposures to books. Still, they need one-to-one sharing time with a parent and a book. A lot of important learning happens when you read to your child: direction of print is left to right, lines are arranged top to bottom, the story has a beginning, middle, and end. Also, vocabulary and overall knowledge increases with each new book. However, it is important to let the child be the guide on what he is ready to learn. The ability to read comes naturally to children who have been exposed to lots of exciting and interesting books.

My First Doctor Visit	Allen, J.	The Checkup	Oxenbury, H.
One Bear in the Hospital	Bucknall, C.	Going to the Doctor	Petty, K.
Going to the Hospital	Civardi, A.	Doctor Dinosaur	Polhamus, J.
Groundhog's Day at the Doctor	Delton, J.	Curious George Goes to the Hospital	Rey, M.
A Doctor's Tools	DeSantis, K.	Your Turn, Doctor	Robison, D.
Honey, the Hospital Dog	Edwards, H.	The Emergency Room	Rockwell, A.
A Visit to the Sesame Street Hospital	Hautzig, D.	Going to the Doctor	Rogers, F.
The Hospital Scares Me	Hogan, P.	Big Bird Goes to the Doctor	Sommers, T.
The Hospital Book	Howe, J.	A Hospital Story	Stein, S.B.
When I See My Doctor	Kuklin, S.	My Friend the Doctor	Watson, J.W.
The Team That Runs Your Hospital	Lee, M.P.	Emergency Room	Wolfe, R.L.
A Trip to the Doctor	Linn, M.		
Things to Know Before You Go to the Hospital	Marsoli, L. A.		



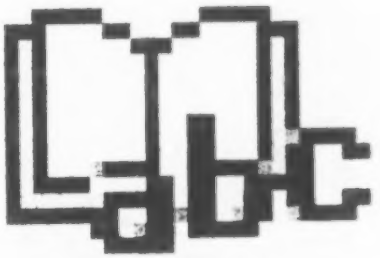
BOOKS ABOUT STARTING SCHOOL

It's a special time of year. Summer is almost gone. It's time to get ready for school to start. Is your child anxious or nervous? Going to school is a big adjustment for some children. It is normal for them to feel anxious. Books are a good way to ease some of that nervousness.

If your child has never experienced separating from their parents, the child may feel more nervous. Reading books about going to school is a good way to help put any fears they may have at ease. They can experience the characters going through the same feelings they may have. The child can also see "how things will turn out." It will be like looking into the future for them.

Listed below are some tips for reading with your child:

Find a comfortable place to read with your child. Read the books more than once with him. Your child will like the repetition (even if you don't.) Point to the words as you read or help



him point to the words. This will help your child to understand that those black blobs are what you are saying.

It is also important to show the child the pictures on each page. The pictures help to tell the story. See if he can predict what will happen next by looking at the pictures. You can also try changing the story, if you have read it a number of times. The child will probably recognize the change and correct you. Remember, the child must have heard the story a couple of times.

Create an environment that encourages reading. Surround your child with books. Borrowing them from the library will allow the child a chance to see a variety of books. Let your child see you reading books, magazines, and the newpaper.

Here is a list of books about going to school:

-Miss Nelson is Missing
Harry Allard
-Berenstain Bears Goes to School Stan Berenstain
-Arthur's Teacher Trouble
Marc Tolon Brown
-When You Go to Kindergarten James Howe
-Barney and Baby Bop Go to School Mark S. Bernthal
-Froggy Goes to School
Jonathon London
-Miss Bindergarten Gets Ready for Kindergarten
Joesph Slate
-Spot Goes to School
Eric Hill

A house without books is like a room without windows.
—Horace Mann

by Jo Valcourt
A Lenoir-Rhyne graduate student

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can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents which cannot be made available through EDRS).

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